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ABSTRACT

To improve the competencies of professional vocational education personnel responsible for public information programs, 26 participants from 16 states attended a 14-day training institute. Institute objectives were achieved through a variety of activities and presentations by resource speakers, laboratory assignments, case studies, field trips, field work with local agencies, group discussions, and the development of individual plans for action. Each participant completed assignments in layout, reporting, and developing and designing an implementation plan for a public information program at a local educational agency. A total of 24 presentations were made during the institute dealing with public information, the challenges facing the information officer, and the tasks assigned to institute participants. Evaluation was accomplished through a series of questionnaires administered at the beginning, conclusion, and after several months to measure confidence level and to determine application of skills and knowledge. The institute was rated as excellent, and the followup revealed that many participants found their plan helpful in applying the knowledge and skills to their job. A number of institute materials are appended. (SB)

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IMPROVING PUBLIC INFORMATION PROGRAMS FOR VOCATIONAL EDUCATION

Project Directors:
Dr. Willis Winter
University of Oregon
Eugene, Oregon

Dr. Cas F. Heilman
Oregon State University
Corvallis, Oregon

April 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Prepared by:

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March 1970

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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ERIC REPORT RESUME

SUMMARY AND INTRODUCTION

The Institute for Vocational and Technical Education Public Information Officers was designed to extend and stimulate effective public information for vocational-technical education at state and local levels.

Need for the Institute

There is a growing urgency in the requests of administrators, counselors, program development personnel, advisory groups and public officials for assistance in dispensing information relative to vocational and technical programs through mass media and interpersonal communications. Local school districts, community colleges, technical institutes, comprehensive secondary schools, skill centers, state departments of education, and institutions are anxious to build quality programs and improve public understanding of the functions and benefits of vocational education.

Purpose and Objectives

The primary purpose of the Institute was to improve the competencies of professional vocational education personnel responsible for public information programs. The program was designed to develop understandings, skills, attitudes and materials that would lead to more effective public information programs on the state and local levels. Primary and specific program objectives included the following:

Primary Objectives:

1. To develop effective techniques to communicate the role of vocational education to various publics.

2. To identify ways to upgrade the quality of ongoing public information programs in vocational education.

3. To examine exemplary public information programs to determine why programs were successful.

4. To identify strategies for expanding public information programs in vocational education.
   a. current financial manpower restraints.
   b. financial and manpower support beyond the current operating level.

5. To develop model public information programs in vocational education which utilize provisions of the Vocational Education Amendments of 1968.

Specific Objectives

1. To develop participants' understanding of:
   a. psycho-socio-economic dimensions of public information.
   b. local, state and federal legislation and the role of professional organizations in relation to public information in vocational education.
   c. the varieties of problems which can be solved through the proper application of public information methods and means.
   d. communications and human relations theory in relation to achieving vocational education goals.
   e. organizational and administrative problems in providing public information programs.
   f. models of mass and interpersonal communication in relation to public information programs.

2. To develop participants skills in:
   a. identifying various publics and determining effective methods of communicating with these publics.
   b. analyzing and evaluating public information materials directed at various publics in relation to effectiveness, timing, strategies, technique.
   c. communicating with individuals in vocational education, education, labor, business, industry, government, community, organizations.
   d. employing interpersonal communications, small and large groups, forums, conferences, advisory groups, colleagues, parents.
   e. effectively using mass media for public information purposes, television, radio, newspaper, internal and external house organs, direct mail.
   f. planning and implementing short- and long-range public information programs utilizing most effective sequences and techniques.

3. To foster positive participant attitudes concerning the:
   a. need and value benefits derived from an effective public information program.
   b. benefits of improving the image of vocational education.
   c. goals and aims of vocational education.

General Plan

The Institute for Vocational and Technical Education Public Information officers was held July 13-26, 1969, at the University of Oregon with the surrounding community as a laboratory. There were 26 participants from 16 states. Henderson Hall at the University of Oregon served as the Institute Center. The Center provided the meeting rooms, housing for participants, and the dining facilities. Media labs were provided in Allen Hall, local educational agencies, television stations and newspaper offices.

The objectives were achieved through a variety of activities and presentations by highly qualified resource speakers, laboratory assignments, case studies, field trips, field work with local agencies, group discussions and the development of individual plans for action. Each participant completed assignments in layout, reporting, developing of a public information program for a local educational agency, and designing a personal plan of action for implementation on their return home.

The over-all plan was to build a sound theoretical base for mass communications methodology, create enthusiasm for participant involvement and guide each participant in his efforts to apply the theory to actual public information activities.

Accomplishments

The Institute was conducted as planned with enthusiastic involvement by all participants. Each one developed a brochure, a news story, a total plan and budget for a public information program, and an individual plan for post-institute action. These plans served as a means by which each participant could apply the skills and knowledge gained during the Institute, and design plans for immediate implementation upon returning to their own localities.

METHODS AND PROCEDURES

In planning the program, topics, speakers, and procedures were developed by the Institute staff. The staff drew upon the experiences and recommendations reported from the First National Institute for Public Information Officers of Vocational and Technical Education, recommendations from the U. S. Office of Education, and selected leaders from various levels of public information positions.

Methods for Inviting Participants

Letters were sent to State Directors of Vocational Education and to the Directors of Research Coordinating Units requesting them to nominate three candidates who met the selection criteria. Applications and certification of employment forms were sent to nominees. Final selection took into consideration equitable geographic distribution for the 50 states, as budgetary considerations would allow.

Participant Selection

Criteria for participant selection included the following:

1. Applicant must have held a position involving public information program development in vocational education.

2. Applicant must have had a valid contract of employment for the above position during the 1969-70 year.

3. Applicant must have had realistic professional objectives and personal characteristics necessary for assuming responsibilities in development programs of public information.

Priority was given to individuals who had recently assumed positions that demand competency in public information activities and who had the capacity to implement effective public information programs.

Institute Procedures and Agenda

The program was designed to optimize utilization of time and staff resources. The daily agenda for the two-week Institute was prepared following a planning conference with the U. S. Office of Education staff.

The program schedule was designed to provide for coordinated intensive training through daily seminar sessions, formal presentations, and assigned task force and individual project activities. Advance communications with participants were established to predetermine the individuals' background and experience, thereby developing more meaningful task force activities. The task force projects were related to the major program topics and were implemented to reinforce formal presentation of information. Residence staff and conference leaders provided guidance and supervision of task force activities.

The training program extended over a 14-day period, with planned activities from 9:00 a.m. to 4:30 p.m. In addition to regular scheduled activities, independent study and outside reading was required and there were six evening sessions to accomodate laboratory work. Group interaction through formal and informal discussion and exchange-of-idea sessions were developed. To stimulate informal interaction, provisions were made for housing participants in one university residence.

Participants could choose to enroll for a total of three quarter hours of graduate credit at the University of Oregon. Credit was granted in Journalism 507, Seminar in Public Information in Vocational Education.

The following program agenda outlines major topics of the Institute:

Sunday, July 13

2:30 p.m. - Registration
6:30 p.m. - Buffet dinner
7:45 p.m. - University orientation
Charles Harris, University of Oregon
Helen Curtis, University of Oregon

Monday, July 14

9:00 a.m. - WELCOME -- Dr. N. Ray Hawk,
Acting President, University of Oregon

Dr. Willis L. Winter,
University of Oregon
INTRODUCTIONS

Professor Cas Heilman,
Oregon State University
OBJECTIVES OF THE INSTITUTE

10:30 a.m. - Dean John Crawford, University of Oregon
School of Journalism
THE SPECIAL CASE FOR EDUCATED PROFESSIONALS

Noon - Luncheon

1:30 p.m. - Jack L. Billings, Public Information Officer, Bureau of Adult, Vocational and Library Programs, Washington, D. C.
THE BLURRED IMAGE

3:30 p.m. - Professor Jack D. Ewan, University of Oregon
PUBLIC RELATIONS: PREVENTION OR CURE?

6:00 p.m. - Dinner

Tuesday, July 15

9:00 a.m. - Dr. Dominic A. LaRusso, University of Oregon
INTERPERSONAL COMMUNICATIONS

10:30 a.m. - More, Dr. LaRusso

- Luncheon

1:30 p.m. - Professor Dean F. Rea, University of Oregon
SOCK IT TO 'EM TIME

3:30 p.m. - PANEL DISCUSSION: THE CARE AND FEEDING OF EDITORS

Radio: Professor Lee Bishop, University of Oregon
Manager, Oregon State Broadcasters Association

Weekly Newspapers: Mr. Connie F. Johnson,
Editor, Springfield News

Television: Fred Webb, News Director, KEZI-TV

Daily Newspapers: Donald B. Bishoff, Assistant City Editor, Eugene Register-Guard

6:00 p.m. - Dinner

Wednesday, July 16

8:45 a.m. - FIELD TRIPS

Eugene Register-Guard
Robert Bertsch, Promotion Manager

KVAL-TV
Gordon Bussey, Promotion Manager

10:10 a.m. - Participants who visit the Eugene Register-Guard first will switch to KVAL-TV at 10:10 and vice-versa.

Noon - Luncheon

1:30 p.m. - Professor Roy Paul Nelson, University of Oregon
REACHING READERS WITH GOOD DESIGN

Discussion

3:00 p.m. - Coffee

3:30 p.m. - Layout Lab - Professor Nelson--
Allen Hall, Rm. 218

Reporting Lab -- Allen Hall, Rm. 314

Instructors:
Mitchell Hider, University of Oregon
Thomas Reilly, University of Oregon

6:00 p.m. - Dinner

7:30 p.m. - Layout labs and typing labs open for student use.

Thursday, July 17

9:00 a.m. - Mitchell Hider, University of Oregon
Former reporter and editor United Press International, San Francisco.
WIRE SERVICES: WHAT THEY ARE AND HOW TO DEAL WITH THEM

Discussion

10:30 a.m. - Professor Daniel William, University of Oregon
A PICTURE IS WORTH QUITE A FEW WORDS

Noon - Luncheon

1:30 p.m. - Stan Bettis, Associate Editor, Old Oregon magazine, LET'S SEE HOW YOU'RE DOING

3:00 p.m. - Coffee

3:30 p.m. - Reporting Labs. Allen Hall

Friday, July 18

6:00 p.m. - Dinner

7:30 p.m. - Typing lab open for student use in Allen Hall

Saturday, July 19

FIELD TRIP

Departure: 10:00 a.m., Henderson Hall
Return: 5:00 p.m.

Sunday, July 20

FREE DAY

Church locations and schedules posted in Henderson lounge.

Monday, July 21

9:00 a.m. - Ronald Daugherty, Oregon State University
SOME THOUGHTS ABOUT COLLATERAL MEDIA

Mr. Fred Delkin, Vice President
Sunset Films, Inc., Portland
THE PRODUCTION AND USE OF FILMS

10:15 a.m. - Coffee

Noon - Luncheon

1:30 p.m. - Professor Cas Heilman, Oregon State University
WHAT'S THE BIG IDEA?

3:00 p.m. - Coffee

3:30 p.m. - Reporting labs. Allen Hall

6:00 p.m. - Dinner

Tuesday, July 22

9:00 a.m. - Case studies in Public Relations

Mr. M. K. Jordan, Public Relations Manager, Pacific Northwest Bell Telephone, Portland, Oregon

Mr. Jack R. Brown, Regional Manager for Public Affairs, Crown Zellerbach Corporation, Portland, Oregon

Mr. Mark Howard, Director of Public Services, Portland State University

Noon - Luncheon

1:30 p.m. - Panel discussion

3:00 p.m. - Field Trip

Wednesday, July 23

9:00 a.m. - Ronald Daugherty, Oregon State University
FIELD WORK WITH LOCAL AGENCIES

Noon - Luncheon

1:30 p.m. - Group Work with Agency Projects

6:00 p.m. - Dinner

7:30 p.m. - Typing rooms available in Allen Hall

Thursday, July 24

9:00 a.m. - Meetings with agency consultant.
Presentation of papers by student groups.
Response and critique by agency officers and institute staff.

Noon - Luncheon

1:30 p.m. - Cas Heilman, Oregon State University
ASSIGNMENT OF PLAN OF ACTION

Independent work by institute participants

Typing labs open in Allen Hall

6:00 p. m. - Dinner

7:30 p. m. - Typing labs open in Allen Hall

Friday, July 25

9:00 a. m. - Independent work

Typing labs open in Allen Hall

Staff available for consultation

10:15 a. m. - Coffee break

Noon

1:00 p. m. - Independent work

3:15 p. m. - Coffee break- group session

6:00 p. m. - Closing dinner

7:30 p. m. - Typing labs open in Allen Hall

Saturday, July 26

9:00 a. m. - De-briefing

Departures

Summary of Presentations

Following are abbreviated texts of Institute presentations. Some consultants used an approach based on discussion and activities, thus their presentations did not lend themselves to formal outlines or abstracts.

THE SPECIAL CASE FOR EDUCATED PROFESSIONALS

John W. Crawford
Dean of the School of Journalism
University of Oregon

When I was a lot younger than I am now, I used to read -- and I am sure you did too -- a lot of books about the pioneers and mountain men and guides and scouts and deerstalkers.

They were always equipped, as I recall, with their trusty flint and steel -- and they gathered some dry twigs, or moss, or old leaves, often in a pouring rain, and bingo! In about a minute, they had going what the book said was "a roaring fire."

The reason I remember it so well is that when I got to be a Boy Scout, I could never do it. I had the flint and steel, all right, but somehow I could never get the fire started -- much less get it roaring.

Then I grew a little older. I acquired a little more education, you might say. In the course of this, I found out about cigarette lighters. And here it is all over again. You have flint and steel and conbustible material -- "in close proximity", as the Boy Scout Manual says -- and you flick the thing and if you're lucky, you get a light. Does it work? You bet it does.

It seems to me there is a very close application here to what we are talking about today, in reviewing and analyzing the special case for professional and vocational education.

In education today, we need better ways to start fires. Starting fires of interest. Starting fires of enthusiasm. Starting fires of response. Starting fires for the excitement of learning. This is what education is all about.

In vocational education, the steel is the curriculum, the fine course work or the excellent program we offer. The combustible material we want to ignite is the student -- the young men and women on the threshold of making a choice of career. And then somebody -- a real, live, active professional communicator -- has to be the flint and strike the spark of an idea to start a roaring fire of the desire to learn.

We need better ways to start fires. We need to strike the sparks of better ideas. We need to communicate our ideas more effectively. And in your area of public information, the way to get better ideas is through people. Better educated people. Better trained people.

Professional people. Professionals who can come up with ideas to set other people on fire.

Starting fires with people takes kindling. The sticks of kindling I want to give you are the elements of training and education and personal development that make the difference between the professional and the amateur.

And the way we can help develop the qualities of professionalism within you is the real reason for this session. It seems to me that there are a number of essential ingredients that education for public information must develop if it is fully to deserve the name of education. The first of these qualities is competence.

Know how. Know what. Know why. A triple-threat of competencies for a triple-threat contributor to the future.

But public information professionals will make a greater contribution if they know what their communication is for -- if they understand that their messages are not just distribution accelerators but an extension of the personality of their school systems.

We are learning from Marshall McLuhan that the medium is the message -- "the change of scale or pace or pattern that it introduces into human affairs." And McLuhan goes even farther, in his flat, uncompromising statement that, today, "The message is the product." They don't know how they can use the skills your program develops, unless you tell them. They don't know what advantages and benefits your program can bring them, unless you tell them, and tell them not only before the decision to enroll, not only in the classroom, but after the course is completed -- at the point where we are beginning to think that public information produces its greatest effect, reinforcing the consumer's belief that he has made the right decision about what he has done, after the decision has come to fulfillment rather than before.

And when we know why this happens -- when we understand why people respond to communication in different ways -- then we can begin to produce the accelerated changes of scale or pace or pattern that are the true contribution of the educated person to society.

The kind of competence that makes a better writer, a better designer, a better researcher, a better management man -- and to make all of these in the same person, meaning you -- is the kind of competence that can be taught, and it is the new kind of competence public information people need to be eager to learn if they are to be truly professionals.

The second quality -- and my next stick of kindling -- is productivity. Not only must the professionals be more competent, today the competent people must also be more productive. The reason for this is very simple. There are so few of you

In most school systems with which I am familiar, your job is one of one. And when you are one of one, the world is a lonely place. When all the committee meetings are over and the board members have switched off their brains, somebody has to sit down and structure everything that everybody said into a meaningful message.

No committee can do this. There's only you. One of one. On the lonliest job in the world -- the art of giving ideas form and shape.

And when you are one of one, your productivity simply has to increase. You have to get better all the time.

The third quality -- my third stick of kindling -- is the quality of anticipation.

Anticipation is a kind of astral clairvoyance with which to sense coming events anywhere within the wide realm of executive authority. Not only to feel ahead, but to be prepared, prepared to minimize shock and maximize opportunities to deliver more ideas to more people. Anticipation is planning the message as you dream up the idea -- so that you wind up talking to somebody out there rather than nobody.

My fourth stick of kindling is responsibility. We are never going to offer a course in the responsibility of public information -- yet this is perhaps the most important quality of all those that a good public information man needs today.

Responsibility writes clear and complete descriptions. Responsibility shows the whole picture. Responsibility roots out the weasel words -- and is never satisfied with the half-truth. Responsibility presents an honest program with honest enthusiasm but without ever overstating its merits. Responsibility lets you sleep better at night because you used it during the day.

One stick of kindling more. The name of this one is involvement. Complete involvement. Total involvement. In message strategy, involvement is the great basic principle. And getting other people involved with what you want to deliver to them means that you have to become totally involved yourself.

Public information is the extension of the hand. Thus public information can cup, mould, form, alter, vary, and qualify -- as it shapes the personality of the program.

Kindling: A way to start fires. I've given you five sticks of it. There is, however, a danger here. So far, we have been talking about starting fires. And it seems to me that starting fires is a matter of technique. Technique is largely what we have been talking about so far. Technique is largely what you do -- and what I teach in most of my own courses in professional education. And this is as it should be -- techniques in general and the polishing of personal techniques in particular are what professional education is about.

The professional who knows only techniques is incomplete because he knows only a little about people. But the art of the professional is the art of influencing people. Through the process of information and persuasion, through honesty and integrity in your communication, you are attempting to get people to do what you want them to do, with frequency and in large numbers. Therefore, if to the poet and the philosopher, "the proper study of mankind is man," the proper study of the profession education man is people.

For the truly educated man, this kind of study never stops. And I make this point of it because you can get so engrossed in the techniques of your profession that you forget your obligations to the people who make possible the kind of society where professional education can grow and flourish.

If I can persuade you that completeness is important to you -- that techniques are a start, but only a start toward completeness -- that being a complete professional is the real service you have to offer society -- then professional education will have served the purpose of true education.

Competence. Productivity. Anticipation. Responsibility. Involvement. Completeness. This is what makes an educated professional. How you put these qualities of professionalism together determines how professional a career you can make of your job and how great a contribution you can make to the field of educational public information -- a field that is fun and exciting and rewarding -- and of benefit to our kind of society.

We hope that we can set you on fire.

"VOCATIONAL EDUCATION: A BLURRED IMAGE"

Jack Billings
Public Information Officer
Bureau of Adult, Vocational and Library Programs
Washington, D. C.

In the beginning, there was vocational education. And only vocational education. It stood almost alone as a federally-supported program of education a half century ago. Most of the rest of education got good wishes from the Federal government and some surveys and studies and, earlier, some land to help get higher education underway in places where it didn't seem likely to start.

But the only substantial financial support was for vocational education. In those days, substantial meant about seven million dollars. And that's the way it was for a long time. In fact, that first venture became a tradition: Congress still appropriates exactly $7,161,455 each year in support of the Smith-Hughes Act of 1917. However, as of two weeks ago today, that seven million need no longer be spent only for training in the fields of agriculture, home economics, trades and industry and for the education of vocational teachers --all according to an inflexible formula allotment to the States based on population. That was the way it was for 52 years--until the Vocational Education Amendments of 1968 went into operation on July 1, 1969.

Now, what was wrong with vocational education in 1917 after passage of this first act setting up direct Federal support for vocational education? I have looked very closely at this question, and I feel I can say with no reservations that there was nothing very much wrong with it at all. The program was in tune with the times. It filled a critical need. On the merits, it was a good program.

So--what happened? In the simplest terms, the times changed; but the program didn't--at least not enough, and not fast enough.

Little by little, vocational education in America began to form an image in the public eye. It was a little blurred. But included in the outline was a big red-brick building where student mechanics learned about engines, a lot of high school rooms full of sewing machines and the smell of cookies baking, and many, many small schools throughout the country where boys learned to be better farmers.

Finally, the picture was thrown even further out of focus by mixing into the image the manual training courses endured by millions of youngsters and thought of by the general public as part of vocational education, which, of course, they are not. By the time 30 years had gone by, vocational education was in bad shape--and it's image was even worse, blurred into an awful confusion of information and misinformation.

Going back for a moment to the merits of the program, there can be no real question about the success of the Smith-Hughes Act, which used the States and local communities as multipliers and had a vast effect on certain narrow elements of education in the United States. Between this federally-assisted vocational education program and the extension service of the Department of Agriculture lies the bulk of the credit for an almost too successful food and fiber production situation we found ourselves in 20 to 30 years later.

The Act had a similar, though milder, effect on the expanding technology of the 20's and 30's. The resulting know-how was widely used during World War II for the tremendous industrial expansion which was required and which was accomplished.

But the vocational education program of the United States was no more adapted to the post-war demands of the nuclear age and the population explosion than the social sciences were prepared in this decade for the long, hot summers of Newart and Detroit, of Watts and Cleveland, of Chicago and Washington, D. C.

In 1946, the George-Barden Act was a partial acknowledgement by Congress of the vacuum that existed in the field. But the chief effect of that one was more of the same. Several more years went by before even the health occupations got any Federal help. And in 1958, Congress used Sputnik as the lever to add technical training to the array of Federal programs in occupational education.

Not until six years ago was there a really major effort to expand and improve the entire field of vocational-technical education. One of the first bills signed into law by President Johnson was the Vocational Education Act of 1963. It would be much less misleading, by the way, if we could call it the Vocational Education Act of 1965--since none of the programs felt any impact from it until that year.

Anyway, by this time we have four full years of what was supposed to be a new program to look back on. Or do we? There's the real rub.

Five years ago, Lee Goodman, the Assistant U.S. Commissioner of Education for Public Information, asked me to write a brief paper on the problems of public information in this field for the newly-appointed National Advisory Committee on Vocational Education. Among other things, I tried to outline a plan, and I quote, "to restore and brighten the image of vocational education..."

In looking back at that paper after almost 60 months, I still feel the importance of the following points:

That an information program is of necessity a two-way proposition; that there must be as much input as there is output.

That, since there was such a terrible scarcity of hard information about the vocational programs, perhaps the Federal government should demonstrate some active leadership by making direct assistance available to the states on a routine annual basis in developing the kinds of program information that would tell us what is really going on.

That there should be a staff within the Division of Vocational and Technical Education set up to work with state officials on the preparation of annual and special reports on a year-round basis.

And that teams of program and information specialists be formed for this purpose, traveling to the states to develop the required information and bringing it back to the Division for final preparation.

In a glow of optimisim in 1964, I predicted that such a system would provide a constant flow of timely information for the use of evaluators and program planners, for researchers and for information specialists, who could then disseminate the word to the general public through the standard techniques of publicity.

I think I hardly need to tell this audience that one of this was done. At the same time, I should point out that my proposition was never criticized by vocational educators. On the contrary, many of them agreed with the basic principle. But other things got the priority. Understandably so. We had a whole new type of program to get underway and a vast expansion of the existing programs. The headquarters, the regional offices, the states and local systems were all busy staffing up to get things underway.

So it will come as no great surprise to you to hear that with little work done on the incoming lanes of the public information highway, we still do not really know what is going on in vocational

education. Oh, we know how many dollars are spent, how many new schools are constructed, and how many students are enrolled. But we do not yet know the real and full impact at the local level of this major legislation.

As a public relations practitioner I find this about as frustrating as a lawyer would feel trying to represent a client from another planet.

I really believe in the textbook concept of public relations as a function of management, a function which must have available to it pertinent, usable, timely information on which to base an evaluation of public attitudes. Without this, the specialist is in no position to plan a program to earn public understanding and acceptance for any program or organization.

I speak then as much as a part of management as I do as a practitioner of the public relations profession when I say that the field of vocational education is difficult ground to cultivate. The plow tends to hang up on the rocks of vested interest and the roots of status quo.

Some mighty good men have been breaking their picks on this job recently. Lately I have begun to wonder what super star could turn the trick. I wonder what would happen, for example, if the President suddenly found himself in Grant Venn's shoes as Associate Commissioner for Adult, Vocational and Library Programs.

Perhaps the same thing that is said to have happened to Casey Stengel early in his late blooming career with the New York Mets. He supposedly got so fed up with the play of his young center fielder that he put himself in the center field for one inning. As luck would have it, Casey had three fielding changes during the inning and committed two errors. Coming back to the dugout, he threw his glove against the wall and screamed at the youngster he had just replaced, "You see that? You've got center field so screwed up, nobody can play it."

In a way, what the U. S. Office and the State Departments of Education have been trying to do with vocational education for the past couple of years is to superimpose a sophisticated technology on an entrenched feudal system. That's not an easy assignment.

Marshall McLuhan, in a pronouncement in Nation's Schools magazine, points out that backward countries do have an advantage. They can leapfrog out of one century into another without any

intervening processing. He cites the United States in the 18th century. It was able to use the latest European technology without any impediments or inhibitions from the old feudal system of Europe. No restraints. No difficulties.

McLuhan notes also that this happened on the West Coast of the United States, which never had a 19th century. He says you could never have had Hollywood in Chicago or New York. In fact, he says if you want to initiate advanced and revolutionary programs, try them on the West Coast.

I submit that this principle carries into the infrastructure of vocational education in the United States today. The Job Corps probably could not have happened in the Division of Vocational and Technical Education anymore than Hollywood could have happened in Washington D. C. That view may not increase my popularity with some of my colleagues.

A relatively simple concept such as putting the basic responsibility for initial job placement into the high school is so traumatic to the average high school vocational guidance counselor that he becomes selectively deaf in the presence of such hearsay. He thinks you must be speaking of some other high school, in some other state --hopefully in some other country. Surely you can't mean you want him to go out and find jobs for his students. After all, he's an educator. And educators have never been involved in that sort of thing.

That's the type of mental block Dr. Venn has been coming up against. It's one of the things that keeps him awake at night--and the rest of us awake all day. It's the type of thing that can't be resolved by committees and task forces. It can't be talked away in staff meetings or beaten to death with a series of memorandums.

It's a public relations problem.

For once I not only understand McLuhan. I agree with him. I think we would have a much easier time of it selling Grant Venn's vocational education innovations in Nairobi than we have had in Scarsdale.

Now, I do not want to leave you with the impression that nothing good is happening in the program nor in the public relations aspects of the program. So let's look at some progress and at what else can be done.

The fact that you ladies and gentlemen are here today is excellent evidence of the progress being made. The fact that state and local people are showing this much interest in public information is the single most hopeful sign I have seen.

A fine entry on the profit side of the ledger was the First Nationwide Institute for Vocational and Technical Education Public Information Officers, held just two years ago at Georgia State College in Atlanta. In my opinion the first institute was an almost unqualified success, based on its goals--which were to bring together people designed to handle public information activities in vocational education at the state level for refresher training in their fields and to spotlight the fact that they exist at all. It also appears that the institute stimulated states without such designated officers to take some action. I think it was a major step in the right direction. I should. Five years ago I recommended to the national advisory committee, in the paper I mentioned earlier, that we concentrate our public information activities at state and local levels and set up such conferences as a means of stimulating public information activity.

This second institute of what should now become a series is being conducted with financial support from the Vocational Education Act of 1963, as amended. I hope it will make another important contribution to a new awareness among vocational educators of the need for professional staff specialists in public information.

Perhaps the first public relations breakthrough for vocational education in this country was the dedication by President Johnson of the Crosslands Vocational-Technical Center in Camp Springs, Maryland, two years ago. It was the first visit on record to such a school by a chief executive.

One of the most significant remarks he made, in my opinion, during his dedication talk, was this:

> Once we considered education a public expense; we know now that it is a public investment. Once we thought that every man could have a job--if only the economy flourished. We know now that education, and not the Gross National Product, is the real key to full employment in our land.
>
> That's what I call progress.

The indications are that about 80 percent of the students now in high school in this country will not go on to get a baccalaureate or higher degree. All of that 80 percent can and should be served in some way by vocational education.

Our job--yours and mine--is to let them know we have not forgotten them.

ARE YOUR PUBLIC RELATIONS SHOWING?

Leroy V. Goodman
Assistant Commissioner for Public Information
U. S. Office of Education

Our public schools are today called upon not merely to expose young people to the accumulated wisdom of civilization, a complex enough job in itself. They are also asked to compensate for the inadequate home life of the children of the poor, to educate younsters with physical and mental handicaps whom schools have traditionally regarded as beyond their ability to cope with, to retrain adults so that they can survive in a world in which strong backs command good wages only in pro football or the prizefight ring. And, going much farther, education is being looked to as the chief means of keeping our economy vigorous and our nation safe, of wiping out poverty, and of eradicating the fears and hates and prejudices that threaten to fragment our society.

On the face of it, the things education is being called upon to achieve add up to a deep and sincere compliment--a clear signal that educators have been given room at the top of the nation's leadership.

Nevertheless, I can imagine that many people in education feel they may be getting too much of a good thing. I can imagine many of them harboring the suspicion that they are being asked to perform an endless series of miracles.

They are, in fact, being called upon to do a great deal. However, it would be unfair and in any case ridiculous for the American citizenry to imagine that it can simply wash its hands of the crucial problems facing the nation and dump them into the laps of educators.

But I do not really believe that this is what the great majority of people have in mind. The magnificent new programs enacted by Congress during the past few years suggest to me that the people of the United States are so dedicated to education, so impressed by education's accomplishments, and so determined to help the schools meet the new challenges that they want to make greater resources available to them. Money talks, the old aphorism goes, and in this case it seems to be saying that the American people want to give educators a stronger hand.

Whatever the motivations, however, the course is set. Education's name is up in lights. America is determined that the schools and colleges be given a dominant role in shaping the nation's future.

And so education is in for some exciting times. Support of the schools will continue to expand. Teachers and administrators will receive greater honor and greater power. So strong is the ferment, in fact, that in time they may even receive appropriate salaries.

But such is the way of life that these emoluments will be accompanied by an overgenerous helping of vexations. The public is a demanding and sometimes irritatingly forgetful taskmaster. People will want to see results. And some will not be content with last year's successes. There will always be the cry of, "What have you done for me lately?"

In short, education is going to find its public relations showing. More and more, the public is going to exercise its right to know what's going on, and why.

This prospect may very well raise the hackles of many educators. Somehow it goes against the grain--when you conceive of yourself as a sincere, dedicated professional--to have to justify your work, to defend it against the skeptics, to explain it to the half-informed.

I think we must sympathize with that position. But the realities of the situation will not go away. The school district is going to have some kind of public relations whether the superintendent wants it that way or not. People will inevitably form opinions about the conduct of the schools--favorable or unfavorable, justified or unjustified. The only real choice, as I see it, is whether these opinions rest on fact or on fancy.

I should imagine that a staff to deal with public relations or public information or public affairs--whatever the term--would be a normal and important part of the administrative leadership of every big-city school district, state department of education, and college. In fact, however, public relations professionals are seldom found among education's top management. And even where there are public information people, they are too often thought of as being a kind of side-show--useful for diverting the rubes, but not worth featuring in the main tent.

This kind of polite disdain is not suffered alone, of course, by the public relations man in education. Suspicion is a fairly

common reaction to the public relations craft in general. And no wonder. Some pretty peculiar characters weave the old black magic of PR, or claim to. I am sure that many persons, including some educators, think of the public relations game as being one with amazingly flexible rules that just about anybody at all can play.

In any case, public relations people--including those of us who serve the cause of education--have a hurdle to clear. As our higher paid counterparts on Madison Avenue would say, we have an "image" problem.

Perhaps there are a number of ways to recover from this frayed reputation, but the only one that makes sense to me is good works. That should be an easy enough proposition for people of our craft to accept, for this is really what public relations is all about.

The most simple and cognate definition of public relations remains, in my opinion, that of "doing the right thing and getting credit for it." Or, as someone has cleverly improved this line, "Doing the right thing and getting caught at it."

If the school public relations man is to win respect and honor among educators, he must perform, not devise a personal sales pitch. The same principle holds true, of course, for educators. A school system will be judged by how good it is, not just by how good it says it is.

And so the job of the school public relations man, it seems to be, is basically one of helping education speak for itself. The responsibility of the school administrator--in the public's interest and in his own as well--is to give his public relations man sufficient stature and support and trust to enable him to do that job effectively.

For his part, it is the responsibility of the school public relations man to equip himself with a great deal more than simply the normal assortment of PR skills. He also must know and understand education. He must comprehend the mission of the schools, and how that mission is evolving. He must have a firm grasp of education's critical issues. And if he is really going to do his job he must somehow manage to convey these matters to people in ways that bring the facts of education to life and make them real.

The reputation of the schools, and the support given to them, will depend far more than ever before on how much public understanding there is of education's efforts to cope with the tremendous new challenges that have now been thrust upon it.

Of all those challenges, none will be more demanding than that of giving children an equal educational break, without regard to race or color or language or social or economic status. In this and in the other areas in which education is called upon to shape the future of our socity, those of us who deal in public relations for education can make a major contribution.

We are not going to get the job done, however, if we slip into the habit of letting abstract concepts take the place of personal reporting, hard thought, intelligent analysis, and plenty of leg work. The tendency is to talk vaguely of justice, democracy, equality, and the whole catalog of noble but detached words which--while they mean much to the philosopher--say nothing to frightened and thus hostile white parents. Instead, we must explain the whys and wherefores of school desegregation in those painful and sorrowful human terms which might bring understanding.

Neither laws nor appeals to justice are likely to touch human hearts unless the owners of those hearts understand the specific forms of human wrong we are talking about. It is our job to reveal those wrongs in concrete terms that release emotion without distorting truth.

We read and heard a great deal in Washington about the riots in Watts and San Francisco and Chicago and other places, and one of the most arresting and revealing things I came across about these situations was a simple statement that in one area some school cafeterias had been closed because not enough children had twenty cents to buy lunch.

In educational jargon, such youngsters are called disadvantaged. What that antiseptic word means, if we take the trouble to spell out its implications, is that in a nation abounding in color television sets, electric toothbrushes, and dog cemeteries--in such a nation there are boys and girls who come from homes where books and pencils and crayons are unknown; who live in houses that are taken over at night by rats; and who are members of families in which unemployment, ignorance, frustration, and hopelessness form the characteristic legacy that the parent passes on to the child, and who are unable to scrape up two thin dimes for a kid's lunch.

It is not comfortable to poke around in the rubble of such people's problems. Each of us seeks to make things as pleasant as possible for himself, and it is tempting to avoid complicating our split-level vision by digging into the ugly realities of other men's lives.

Yet I suspect that only by doing so--only by candid talk about some of these unnerving matters--will we convert our fine slogans about justice and democracy into action.

Furthermore, it is such confrontations with the lumpy shape of reality that give any line of work its dignity, its meaning, its weight, and its worth.

Finally, I would say this: Public relations today seems to me excessively preoccupied with techniques, with media, with ways of getting the message across. We do not spend nearly as much time considering what that message ought to be.

The message is that education, if it is to measure up to the challenge, must immerse itself in human existence in all its sad, slaphappy, and wondrous profusion. Education must deal, as it has not in the past, with all our young, in all their beautiful, irritating, and puzzling variety.

PUBLIC RELATIONS: PREVENTION OR CURE?

Jack Ewan
Professor or Journalism
University of Oregon

My assignment was to stay away from the nuts and bolts of public relations and give an overview of public relations -- what it is, what it should be, and some of the other aspects. What I say won't necessarily be new material, but I hope it stimulates comments and questions when I finish.

Although there is practically no limit to the scope of what I might say about public relations, I think I'll confine my remarks to three main points.

1. Public relations must be a part of your administrative job, but more important, it must be a part of the administrative job of <u>your boss</u>. It must start at the very top and be a part of every administrator, or it will fail.

2. Public relations is a <u>listening</u> function.

3. Public relations is a <u>communications</u> function.

I'd like to give you a definition of public relations and then explain this definition by the three points I just mentioned. Most of the credit for this definition goes to Dennis Griswold, editor of the Public Relations Newsletter, but I have added a few innovations of my own. This is what public relations ought to be: an adminstrative function that seeks out public expectations, integrates these expectations with institutional policy and action, and then, through a planned program of communications, tries to get public support and approval.

Just as an aside, you can't blame people from shrinking away from the title "public relations" if it conjures up ideas of Madison Avenue and advertising with the taxpayers' dollars. We have to find something else to call it. I regret that they have settled on "information specialist" as a title. This doesn't encompass what needs to be done. The minute you start to communicate, you're going to get feedback. The problem is being able to anticipate the feedback. If you can, your public relations program is going to be more successful.

How can you plan for the listening function? There are four ways:

1. By using your personal contacts as members of the community to "feel out" people.

2. Internal UPWARD reporting by those who do contact others.

3. Public Advisory Boards.

4. Using the tools of communication research.

Turning on and off the spigot of communication doesn't work. Continuity and regularity are equally important. People should be able to expect the communication and look forward to it. If it isn't regular, it won't be well received.

Secondly, the communication should take place at the nearest possible point of public contact.

Thirdly, adequate time and manpower is necessary. Education is far behind other institutions in this respect.

INSTITUTE FOR PUBLIC INFORMATION OFFICERS
IN VOCATIONAL AND TECHNICAL EDUCATION

Dean F. Rea
Professor of Journalism
University of Oregon

Five Tests Which Measure the Importance of News

1. Timeliness: news must be new (the latest development)
2. Proximity: (local angle)
3. Prominence: (importance of person, event)
4. Probable consequence: (how it will affect the reader)
5. Human interest: (feature aspects)

Inverted Pyramid

1. Lead: keep it short; lead with the story's strongest element
2. Summary or catch-all: These paragraphs contain remaining 5 W's and H
3. Elaboration of detail

THE CARE AND FEEDING OF EDITORS

Lee Bishop
Manager, Oregon State Broadcasters Association
University of Oregon

Once a chairman took his carefully planned-out project to the media representative and as they were discussing it, the chairman asked, "What can you do for us?" My purpose here today is to impress upon you that the question isn't so much, "What can you do for us," but "What can we, as we put our program together, do for you?" I will deal with radio stations.

When taking your story to a radio station there are several things you can do to make it easy for them - mimeographs, double spacing, neat typing, etc. Fact sheets that list only the main points

of interest are also quite popular, especially with the d-j stations. You should make sure someone qualified is available for the interview, whether it be a straight person-to-person one, or over the phone.

An important thing to remember is not to ask for your radio time by reminding a station of its public service responsibility. They are aware of this and do not need to be reminded.

It is also helpful to give a little background information to the station manager so that he can think of other responsible voices in the community to represent the other side of the issue if this applies.

A good rule to remember is that radio stations are businesses; they operate on profit and loss. Therefore if you have a budget for paid advertising, please don't call on radio stations for free publicity only; recognition of the station's need to make a profit is always appreciated.

In general, you'll be on firm ground as long as you remember that it is not what the station can do for you, but what you can do to make it easy for the station to serve you.

THE CARE AND FEEDING OF EDITORS

Connie Johnson
Editor, Springfield News

We know that we all want to get in good with the news staff of your local paper. How to do this is the subject of my talk. Since you want to use every medium at your disposal, you don't want to overlook the small weekly paper - it's local, more personal and widely-read.

Try to get and maintain a good relationship with the publisher and news staff. After he knows who you represent, he'll turn you over to a reporter to work with. They're usually pretty busy except right after the paper comes out. A good time to get in touch with them is right then.

If you prepare your own news releases, have them neatly typed, doubled spaced and by all means, local. Be sure to give the weekly and the radio station an equal chance. Don't let the station get the jump or your newspaper man won't be too happy with you.

You won't always agree with the editor about decision concerning a news advance. Don't blame the editor if you feel you've been short-sheeted on a story because there are often more important stories. But if you bear with him and keep a friendly rela ionship, I guarantee you'll come out ahead.

I could summarize with just these two points:

1. Get your information to the paper at a time convenient for them. This is usually right after the paper comes out.

2. Maintain a good relationship with the publisher and news staff.

FIVE STEPS TO A SOUND PUBLIC RELATIONS PROGRAM

Jack C. Polley
Public Relations Manager
Pacific Region, Western States

I. Short objectives

II. Simple objectives

III. Attainable objectives

A. Western Electric Public Relations Objectives

1. To inform the general public, especially in our location cities, of Western Electric's contributions to the vitality and innovation of the Bell System and the value of our Company's role in maintaining the viability of the telephone network.

2. To inform and interpret to our employees activities, developments, decisions and policies affecting them, the Company and the Bell System.

3. To inform and work with government officials and other community leaders (including news media) to develop an understanding of:

a. Our function in the Bell System and why that function is important.

b. Our efforts to discharge our responsibilities as good corporate citizens in the community.

c. Our position on matters affecting us and the communities in which we are located.

4. To inform and work with educators to develop an understanding of our interest in improving education and the resources and activities we have that will assist the educational community.

5. To develop greater and more effective liaison between Western Electric and other units of the Bell System in public relations activities.

IV. Identify your publics

A. Students

B. Parents

C. Voters

D. Employers

V. Select the media to fit your public relations program

A. Newspapers first

1. Newspaper editors love PR people.

2. Time your visit to meet their schedule.

THE MIRACLE IS THAT WE COMMUNICATE AT ALL

Dr. James Lemert
Professor of Journalism
University of Oregon

I. Need for communication research

A. Part fad and part fashion

B. Mass communications is one of the few remaining means of reaching disparate elements in a fragmenting society - we are asking more of it.

II. Mass communication effects -- while we ask more of it, there is little evidence that what media brings to people is actually more important than what people bring to media.

A. Individual defenses interfere with attitude change -- selective attention, perception, retention and comprehension and selective attitude change.

B. Group defenses.

III. If mass communication is ineffective, with present strategies, in changing minds, the real impact of mass communication on public opinion probably is in terms of changing participation in the striving for consensus which is the essential characteristic of effective participation in the public opinion process.

A. Mass communications effects on voting turnout in school bond and tax elections was given as an example of the public opinion outcome having been changed without changing anyone's mind.

SOME THOUGHTS ABOUT COLLATERAL MEDIA

Ron Daugherty
Professor of Vocational Education
Oregon State University

A. Introduction

1. You have been involved in a relatively comprehensive overview of the theory of communications and PR..

2. You have concentrated on the major sources of media for dispersion of materials and information.

3. This is our second week of the institute and we now intend for you to react through constructive exercises to the action you have witnessed thus far.

4. Before we send you out on some of the assignments this week, remains a few less significant, but still important, media that may prove important to a P R program.

Some short ideas --

B. Collateral Media

1. TV spots

a. Coos Bay Spots - movies and slides with tape

b. California Spot - movies

c. Colorado's 16 mm film

2. Slide presentations - show Coos Bay programs
carousel - slides - stereo tape recorder

a. The Advisory Committee

b. Very easy to up-date or adjust

c. Relatively cheap

d. Useful to major administrators in their presentations

3. Radio spots

a. California - Tennessee Ernie Ford Record

4. Speeches

a. Needs professional PR attention

b. Needs informed people to tell the story of vocational education

c. Need visual aids

d. Involve present students

5. Community displays (youth ?)

a. Fairs - Colorado "slides"

b. Window displays in town

c. National Vocational Education Week - February

d. Open house displays

e. Involve present students

6. Appreciation Activities

a. Youth banquets

1. Student-Parent

2. Student-Employer

3. Student-Advisory Committee Members

b. Awards programs

c. Public presentations by youth

1. Picture in paper or TV

7. Field trips

a. Primarily for educational value

b. Very good for relations with the business community

8. Tours of the Vocational Program

a. Must have clearly defined objectives

b. Limit objectives to be accomplished

c. Keep tour groups small for each guide

d. Keep distance traveled at a minimum

e. Tour when the facilities are busy

f. Give briefing, allow questions, give one or two handouts-maximum

g. Accommodate tour groups and individuals

9. Leaflets, Brochures, Catalogs, Etc.

    a. Very useful

    b. Must be distributed in effective manner

        1. Fairs

        2. School Counselors

        3. Employment Office

        4. Etc.

10. Some ideas on released information

    a. Get youth and lay citizens of community involved

    b. Follow-up and placement information - newsworthy

    c. Advertise Vo Ed - not just the shop

    d. Work experience program necessary and very interesting to the public

    e. Show the place of girls in Vo-Ed
    Senior girls have most problem in the school

CASE STUDIES IN PUBLIC RELATIONS

Mike Jordan
Public Relations Manager
Pacific Northwest Bell Telephone

I might briefly indicate the outline of the material here. Each of us will talk about three aspects of a public relations problem and then we'll get together at the end for a joint discussion. The three aspects each of us will deal with are: 1) a history of our particular company and how that affects the particular public relations policy of the company. We are doing this to show you that the objectives and needs of each company are different, 2) a discussion of the situation or problem that generated the particular public relations program or activities we discuss as a case history, and 3) evaluation of how that particular program developed - what the results were - whether it was successful or not.

I may as well begin to tackle these three aspects in relation to the telephone company. What we're concerned with is a service, not a product. It's intangible and once it's used, it's gone. This fact is very important to our PR. Also, since our service was born of technological innovation, that requires a major effort to educate people to use it and understand it. Technological change is a significant part of our business and this effects our PR program.

A policy of monopoly or exclusive service franchise also affects our PR program. Being a monopoly involves a tremendous amount of capital, so our PR must be oriented to raising large amounts of capital. This means relationships with shareowners, with financial markets, analysts and so forth.

You might say our PR policy is fundamentally the same today as back in the early 1900's when the motto was "Public opinion will control the course of the telephone business." Today we interpret that to read, "If your service is lousy, you might as well forget all your PR mechanics."

Now the particular problem that generated many of our PR policies of today is one we call the "all-number calling" episode, when the company introduced a substitution of numbers for letters. I chose this because it has both good and bad examples of PR techniques.

We wanted to change to all number calling because it isn't as limited as the combined letter-number dialing and also for purely economic reasons - all number dialing is a less expensive and more flexible way to operate.

When we introduced this idea nationally, it was decided not to give people the real reasons for the change because it was considered "too sophisticated." Instead we came up with about ten reasons "it will be faster, more accurate, easier to remember, and the same groups of digits will help retain community identification." This last one was one of the worst reasons.

None of these reasons ever got down to the real reason for the change - money. Well, now, what happened? We started the program in San Francisco. The letter prefixes here did have community identity, like Mission and Sutter. Columnists and radio men had lots to talk about when the nostalgia of these names was threatened. Wire services found the problem made humorous stories. Since the company had a stuffy and pompous image, all media delighted in poking at the stuffed shirt. Highly intelligent people began cutting holes in the ten reasons the company had given, so we had to admit that, yes, we

hadn't told the whole story. That right there was disastrous to our public image. When anti-digit dialing leagues started forming we knew we had to work fast.

We decided first that we must get to the columnists, the radio commentators and the wire service people and get them on our side. We met with these people and we told them the whole story. We didn't try to kid anybody this time. The anti-digit dialing leagues never did form then in Oregon and we attribute this to our actions after what we learned from San Francisco. I came out of this experience with three "morals":

1. Half-truths are one of the most dangerous things you can deal with on a long term basis.

2. To know and to target your key audience -- in this case it was the editorial writers, the columnists and commentators.

3. Never underestimate the intelligence and perception of your public.

Jack Brown
Regional Manager for Public Affairs
Crown-Zellerbach Corporation
Portland, Oregon

The nature of Crown-Zellerbach's interests more or less shapes its PR policies. Our first concern is to formulate our company policies in harmony with the public interest. And we have a lot of different publics to deal with. We manage three million acres of forest land; we maintain world-wide offices; we must deal with odor, air, and water pollution problems; we're concerned with public recreation on our land, and the problem of massive log trucks on public highways. You can see how our business must have an effective PR program in all areas.

The particular problem I chose to talk about is that of establishing a $100 million pulp and paper converting mill in a relatively undeveloped rural area inhabited by commercial fishermen. Problem areas were the inherent fear of air and water pollution, especially by people who earn their living by commercial fishing. What publics were we going to be dealing with? School officials, county officials, potential employees, radio, the fishermen, regulatory officials and the people in the surrounding community. Our objective was to build

and operate the mill with the full understanding of the community and to adequately house the work force.

One of our first strategy points was that the mill not be built in one phase. It should be built in several phases to spread out the impact. Secondly, we invited all the necessary people to the initial announcement of the mill -- the governor, the representative of the fishermen, educators, etc. We wanted everybody involved to be represented. The subsequent announcements could involve smaller segments of the total group. We also prepared a packet for employees, helping them to familiarize themselves with the area and the objectives of the company.

For a while the mill was like a deep, dark secret growing behind the hill. We didn't want to have people in to look at it because at that stage of construction, things were a mess. But we knew we had to keep the communication flow open, so we gathered up the people who were going to manage the mill, the people who were going to control pollution, those who were in charge of industrial-community relations, and we took these people to every community that was going to be affected by that mill. We held informational meetings in the evenings so people who worked during the day could have a chance to attend. There was a short slide presentation and the meetings were very informal. We had high attendance and were convinced that there was a high amount of curiosity about our mill. The meetings were well received. By taking every opportunity to keep the public informed about the mill, and by dealing honestly with their questions about pollution and employment, we feel we got along a lot better than if we had tried to shut the public out. Like Mike Jordan said, "Never underestimate the intelligence and perception of your publics." This held true for us in the case of the mill and I think it's the key to effective public relations.

Mark Howard
Director of Public Services
Portland State University

I'm going to talk today about Portland State and its particular PR problem. When Portland State was born, then came the problems. We needed money and an adequate reputation. We wanted to educate the quality student and we were getting too many who were there for all the wrong reasons. We also needed to have enough students. This was highly competitive. Budget is tied directly to enrollment and so Portland State was threatened. In short, we needed a massive PR program.

Our general principle was that we should work through the power structure on things of substance. We hammered hard on quality. We developed such things as a Mid-East study center and then we chose to display our strength by entering the Carnegie Corporation Fellowship Competition. It's a scholarship corporation for study centers in this area. Our students picked up four of the seven scholarships in competition with Harvard and like schools. We spread the word on this. We didn't talk about our weaknesses. We pushed our strengths. We pushed the "poor boy" image, certainly, and especially the "barefoot boy from Harvard."

Finally we came to the GE College Bowl. We figured we had everything to win and nothing to lose. Reed College, one of the finest in the U. S. washed out twice. Everyone expected us to lose. Well, we broke every single record in the college bowl history. We really trained our students. It was a very cold-blooded thing. In the Portland papers we got 1800 inches of newspaper space. And it all said how tremendously smart Portland State kids were. It helped our PR tremendously! The legislature honored the team, our budget increased, new masters degrees were offered. And the institution is still reaping benefits. Portland State today is doing fine, thank you, and I think we're going to make it.

Some of the main points brought out in the general discussion following the individual presentations were these:

1. Take a positive approach in the "display" of your company.

2. Vocational schools and community colleges serve a vital need and so there is no reason to feel you must apologize for them. They are ideal for certain students.

3. You must level with your public. Tell your students the truth.

4. Sex-segregated schools are at a distinct disadvantage from the competitive standpoint. Recruitment for these schools must take this into account by either playing down this aspect or by playing it up as an asset.

5. Company newspapers and management bulletins are helpful in the continual and regular flow of communication within a company.

6. Although some opposition to educational institutions is irrationa, it must be dealt with in a rational manner.

7. Obvious recruitment of students for a vocational school isn't always effective since the student often feels he suffers from a loss of face or drop in status in the eyes of his peers.

The following presentations were made but were not adaptable to an abstract or outline:

Dr. Dominic A. LaRusso
Interpersonal Communications

Donald B. Bishoff
The Care and Feeding of Editors

Professor Roy Paul Nelson
Reaching Readers with Good Design

Professor Mitchell Hider
Wire Services: What They Are and How to Deal with Them

Professor Daniel Williams
A Picture is Worth Quite a Few Words

Stan Bettis
Let's See How You're Doing

Professor Heilman
What's the Big Idea?

Summary of Committee Reports

Each of the participants was assigned to one of five committees to study the public relations program of a local educational agency. The committee members spent one full day with the vocational education director and/or the public information director of the agency to which they were assigned. The assignment enabled the committee to become acquainted with the vocational program and public information program of the agency visited. A written report was requested from each committee, to include a summary of the present program and recommendations for improving the vocational education public information program within the agency visited.

The summary of the five committee reports follow:

Agency: Bethel School District
Committee: Tom Doll, Roger Honeyman, George Warren
Recommendations:

1. To state public relations goals and objectives for vocational education.

2. To check with the American Industrial Arts Association and American Vocational Association for objectives in dealing with public relations for Industrial Education.

3. To teach vocational subjects in accordance with recommendations of factual identified labor needs and suggested programs for the State Board of Community Colleges and Career Education to justify expenditures and reinforce PR.

4. To organize and utilize existing facilities into a clean shop that would give pride to students, teachers, and community.

5. Survey industry to meet their entry level needs.

6. Survey the public to meet their personal needs and to identify the target society they wish to reach.

7. Develop a variety of means to disseminate information to all the public in the district about on-campus and off-campus career programs.

8. Involve advisory committees as recognized public relations people.

9. Use evaluation and follow-up from students to change, improve, and disseminate public relations to the community.

10. Vocational teachers meet in local industry for their teacher meetings.

Agency: Lane County Intermediate Education District
Committee: Gary Beall, Clay Farnsworth, George Koon, Dave Lynn
Recommendations:

1. Create a central information bank in the IED for public relations ideas and materials (brochures, books, films, USOE information, etc.)

2. Develop a monthly vocational education newsletter for district administrators and vocational educators.

3. Conduct an inservice public relations program for local district directors, utilizing the IED's fulltime PR man to give them an idea of what to look for in the way of publicity items (human interest, etc.) and aid them with PR work in their respective districts.

4. Conduct regularly scheduled "eyeball to eyeball" visits with local coordinators.

5. Carry out a continual "thought you might be interested" campaign for school superintendents, staff members, public officials, industry leaders, etc.

6. Develop a speaker's bureau to tell the story of vocational education to service clubs and other community organizations.

7. Collect mailing lists and provide selective direct mailing to influential people in the community to keep them abreast of vocational education activities.

8. Fully utilize services of the IED public relations man in production of promotion and publicity materials for vocational education.

9. Maintain present efforts in:

   a. Utilization of county-wide advisory committee and county-wide superintendent's committee.

   b. Involving district teachers and administrators in curriculum change.

   c. Surveys, follow-up studies and dissemination of results.

Agency: Eugene Public Schools
Committee: Elsie Hogancamp, Luke Patrenella, Hoyt Sandlin, Gordon Simonsen
Recommendations:

1. The Eugene Public Schools could improve the image of their vocational education through an organized public

relations program. Because we recognize the school district will be operating on a limited public relations budget, we think the public relations program should be concentrated not on all the vocational education programs but on some of them. From our observations, we think the five cooperative programs should be emphasized:

a. Distributive Education
b. Office Occupations
c. Construction Trades
d. Mechanics
e. Electricity Electronics

2. A full-time public information officer should be appointed to coordinate all the PR activities throughout the school district. This public information officer would be an administrative assistant to the superintendent of schools.

3. The coordinator of vocational education should be responsible for channeling news about vocational education to the public information officer.

4. The media we would use include printed materials, such as brochures, leaflets, letterheads, posters, and even table place mats. In addition, we would use newspapers and other periodicals, and radio and television.

   Of all the media, we feel the most important one is the personal contact - whether it is between teacher and employer, teacher and student, teacher and parent, and student and student.

   Nor can a good public relations program in vocational education over-emphasize the importance of the teacher-to-teacher, eyeball-to-eyeball contact. The non-vocational teacher could be a champion of our program through this close relationship.

5. The public relations objectives for the Eugene Public Schools would be strengthened by the availability of a public relations advisory committee composed of representatives from the various media and the local public. They could be the "market" on which to preview our ideas.

6. With a budget of $36,000 for the vocational programs in the four high schools, we recognize the public relations budget

for vocational education will be limited. We recommend an expenditure of five percent - or $1,800 - to carry out the public relations program for the first year of operation.

Here are some suggested ways of selling the program:

a. Youth clubs
b. Service projects
c. Student of the Week feature article
d. Employer-Employee banquet
e. Advisory Committees

The Eugene Public Schools might seriously consider spending some of their first year's budget to hire a consultant from the University of Oregon to evaluate their public relations program at the end of its first year of operation. These consultants should include the public information officer, the consultant, and members of the advisory committee. Together, they represent a good cross-section of key individuals who could guide the program into its second year of operations.

7. It would also be advisable to try to measure the effectiveness of better public relations upon the enrollment in the co-op programs and other vocational programs. An attempt should be made to identify which technique was the most effective.

8. No second-year program should be attempted before the results of such an evaluation are known.

Agency: Lane Community College
Committee: Harry Hicks, Bob McCaffree, Elizabeth Sandlin, Tom Watts
Recommendations:

1. Turn the criticism of your credit or academic courses (junior college criticism) into an asset. You're hiding it under a barrel. It's actually what is making you avoid the "second class citizen image". It could be an asset.

2. Keep unions in mind with all your public relations activities. Get them on all mailing lists, personal contacts; they may not always be so cooperative. Need to establish a good image with them now.

3. Make research department more effective; (Already underway, we understand) for instance, a good survey on economic impact on community.

4. Need at least one PR man (out of that top 6 list) to devote 100% time to PR. Understand that largest percentage now devoted is about 80%.

5. Allow room in budget for at least four full-time people in the department of information and publication.

6. Allow room in budget for at least one film a year. As long as you're satisfied with TV spots through public service, perhaps you do not need to budget for them. (Budget now is running some $70,000 plus percentages of salaries of five other key personnel).

7. Production of films.

8. Production of film strips.

9. Written objectives -- understand study is underway.

10. Written "Program of Work" more important than objectives since you do have a six-headed figure at present.

11. Long range plans - you will not always be a "new" university with 100% fresh news. Also you may expand college to point where you need to make advanced plans for PR.

12. Take advantage of your good board of education. Do they receive copies of all info that goes out of your office?

13. Should date your publications.

14. Do you send copies of brochures, reports, etc. to legislators?

15. Cash in on this "teacher selection" procedure you use in your publicity (matching the teacher with your type of institution and your type of students). The public would probably be interested in this.

Agency: Lane Community College
Committee: Charles Hailes, George von Drashek, Orland Lefforge, Phillip Hill
Recommendations:

The only negative aspect of the PR program at Lane Community College was a written statement of objectives. It was indicated by Mr. Dotson that the philosophy of the school contained the PR objectives. This committee tried to apply this philosophy to a written set of objectives as shown below:

1. To inform the general public, especially in our district, of the vitality and innovativeness of Lane Community College's contributions to the educational system and the value of these contributions to this community.

2. To inform and interpret to our staff association activities, developments, decisions and policies affecting them, the college, and education.

3. To inform and work with government officials and other community leaders (including news media) to develop an understanding of:

   a. Our function in the educational system of Oregon and why that function is important.

   b. Our efforts to discharge our responsibilities as good citizens in the district.

   c. Our position on matters affecting us.

4. To inform and work with labor, government, business and management, and educators to develop an understanding of our efforts in improving education, and the resources and activities that will assist them.

5. To develop greater and more effective liaison between Lane Community College and other institutions in Oregon in public relations activities.

RESULTS

The institute was conducted July 13 through July 26, 1969, on the University of Oregon campus. The participants numbered twenty-three, representing sixteen different states. (Appendix C) Each participant was involved in one or more individual assignments and at least one committee task. Each participant developed a plan of action, to be initiated upon the return to their respective job. This plan was an attempt to aid the participant in bridging the gap between the institute and application back on the job.

A total of twenty-four presentations were made during the institute dealing with public information, the challenges facing the information officer, and the tasks assigned the institute participants.

Each participant experienced the designing and layout of information materials, writing a news story, critiquing an established information program and planning a total program for an educational agency. Each participant also visited a newspaper plant and television station. Extensive examples of information materials and techniques were shared among participants and made available to the entire group throughout the institute. Each participant developed a plan for action to guide him in implementing ideas learned or developed at the institute. (See individual plans of action in Appendix I)

The major outcome of the institute was to improve the capabilities of each participant so that he might function more effectively at his level of responsibility and to favorably influence the quality of vocational education information being developed and disseminated at the state and local levels.

EVALUATION

This institute was evaluated in terms of the objectives. It included both the conduct of the seminar - the techniques and processes - and the changes in participants.

Institute participants completed evaluation instruments four times during and after the institute: (1) During registration each participant completed a confidence level questionnaire, rating himself as to his confidence in 12 public information tasks. (2) At the conclusion of the institute participants completed a confidence level questionnaire identical to the one filled out at the beginning of the institute. (3) An institute evaluation questionnaire was administered at the conclusion of the institute. (4) On October 13, 1969, a

confidence level questionnaire was mailed out to each participant. This questionnaire was identical to the first two confidence level questionnaires. (5) Included with the mail-out was a questionnaire with five open-ended questions to determine the application of skills and knowledge learned at the institute, and to determine what information and experiences would be helpful if a similar institute was held in the future. (6) At the beginning of the institute five participants were chosen to form an evaluation committee. This committee evaluated and commented on each major session of the institute.

Participant's Confidence Level

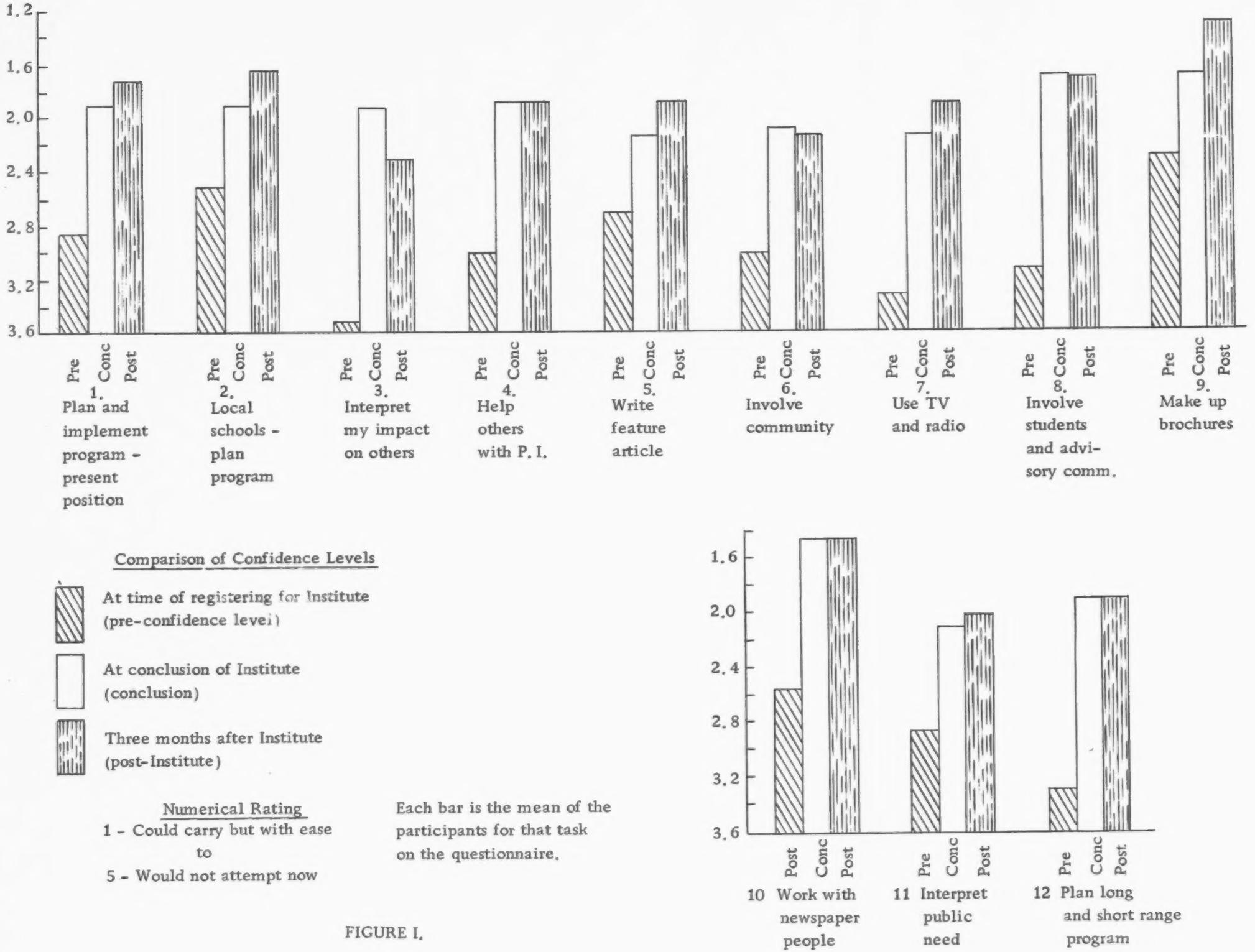
An arithmetic mean was calculated for each of the 12 tasks for each of the three confidence level questionnaires. The questionnaires were grouped according to the time they were administered. One group was administered at the time of registration for the institute, the second questionnaire was administered at the conclusion of the institute, and a third questionnaire was mailed out three months following the institute. (Figure 1)

Immediate Post-Institute Evaluation

A three page evaluation questionnaire was completed at the conclusion of the institute. The following is a chart of the degree of agreement or disagreement of all participants with the 28 statements made on the first two pages of the questionnaire:

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
In regard to this Institute I feel:					
1. The purposes of this program were clear to me.	21	2			
2. The objectives of this program were realistic.	20	3			
3. Specific purposes made it easy to work efficiently.	13	8	1	1	
4. The participants accepted the purposes of this Institute.	14	9			

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
5. The objectives were the same as my objectives.	12	9	2		
6. I didn't learn anything new.	1			3	19
7. The material presented was valuable to me	17	6			
8. I could have learned as much by reading a book			1	4	18
9. Possible solutions to my problems were considered.	5	15	3		
10. The information presented was too elementary.				8	15
11. The speakers knew their subjects.	21	2			
12. I was stimulated to think about the topics presented.	17	6			
13. New acquaintances were made which will help in my future work.	15	6	2		
14. We related theory to practice.	11	12			
15. The sessions followed a logical pattern.	16	6	1		
16. The schedule was too fixed.		1	1	11	10
17. The group activities were excellent.	14	6	3		
18. There was time for informal conversation	14	6	3		
19. I had an opportunity to express my ideas.	11	10	1	1	



Comparison of Confidence Levels

At time of registering for Institute (pre-confidence level)

At conclusion of Institute (conclusion)

Three months after Institute (post-Institute)

Numerical Rating

1 - Could carry but with ease

to

5 - Would not attempt now

Each bar is the mean of the participants for that task on the questionnaire.

FIGURE I.

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
20. I felt a part of this Institute	21	1	1		
21. My time was well spent.	23				
22. The program met my expectations.	20	3			
23. I have the know-how for future action.	8	15			
24. Too much time was devoted to trivial matters.				11	12
25. The information presented was too advanced.	1			14	8
26. The content presented was applicable to public information work in vocational and technical education.	18	5			
27. Institutes of this nature should be offered again.	23				
28. Institutes such as this will contribute little to vocational and technical education	1			2	20

The final page of the questionnaire included four questions asking for open-ended responses. To the question, what did you like most about the institute? the following responses were recorded:

Number responses	Comments
14	Excellent consultants
10	Meaningful and factual information
6	Excellent presentations
4	Carefully planned
4	Excellent administration
3	Experiences generated enthusiasm

Number responses	Comments
3	Facilities
3	Hospitality
2	The schedule
2	Chance to meet people in positions similar to mine
2	Good mixture of people
1	Time made available for informal discussion and idea sharing
1	Group work and presentations

The things the participants liked least about the institute were:

Number responses	Comments
3	No advanced copy of the program
2	Individual assignments not specific enough
2	Lab work was time consuming
1	A little let-down the second week
1	Too long a time to be away from the office
1	Arbitrary grouping for agency visits
1	Agency visits
1	Tour of newspaper and television station
1	Traveling on Saturdays and Sundays to and from Institute
1	The eight hour days
1	Not enough states represented
1	Not enough group participation

Things that should have been included in the program that were not, according to the participants:

Number responses	Comments
3	More small group sessions
2	Where the PR emphasis should be placed
2	More time to share ideas and problems
1	More case studies
1	How to reach the disadvantaged
1	More time to do production of publications
1	More on television preparation
1	More on content of publications

The participants had the following suggestions for improving the administration of the institute:

Number responses	Comments
4	Make program available prior to beginning the institute
4	Make individual assignments before participants arrive at the institute
2	Issue projects at the beginning
2	Spell out objectives better on first day
1	Better internal communications
1	Take details off the director's back
1	More publicity and lead time for attracting participants
1	All administrators available at all times

All 23 of the institute participants rated the institute overall as excellent.

Other suggestions and comments made by participants in the evaluation questionnaire were:

Make the information from this institute available to state vocational education director.
A follow-up conference is needed.
Additional institutes of this type are needed.
The best institute I've ever been involved in.
Well worth the time and effort.
Provide background on each participant prior to the institute.
Participants looking for better ways to do their job were richly rewarded.
All participants should be required to stay in the same housing facilities.
The group who planned and carried out the institute are to be commended for the outstanding service to vocational education.

Evaluation Committee Report

The evaluation committee, consisting of five participants, established their own form for evaluating the institute throughout the two weeks of sessions. At the conclusion of each day the committee would meet and reach a concensus on the evaluation of each major session during that day. These reports were compiled as a total committee report and was submitted at the end of the institute.

Evaluation Committee Report

Second National Institute for
Vocational and Technical Education for Public Information Officers

University of Oregon
Eugene, Oregon
July 13-26, 1969

Committee Members

Harry E. Hicks, Georgia, Chairman
Thomas J. Doll, Oregon
Phillip D. Hill, Utah
Robert H. McCaffree, Colorado
George Von Drashek, Minnesota

Purpose of Evaluation

The purpose of this report is an over-all evaluation of the institute and a basis for suggestions for improvement when future institutes are planned. Each element of the institute is treated separately. No extensive effort has been made to use statistical practices in considering the various aspects of the clinic. Committee members have tried to merge their personal opinions into a composite evaluation by the committee as a whole. Specific opinions of individual members are included in the critique sheet submitted at the conclusion of the institute.

I. Institute Organization and Implementation

The institute was very well organized and conducted. Every session began on time and ended on time, with no wasted space between. Each speaker appeared to have been well briefed and adhered strictly to his subject.

The housing, feeding and recreation arrangements were excellent. The food was superb. Even more enjoyable than the facilities themselves was the gracious hospitality and the obvious desire of all of the institute and dormitory staff to be of service.

II. Pre-Institute Arrangements

The planning of the program was intensive, as indicated by the way each element formed an integral, unduplicated part of the

whole. Arrangements at the dormitory, conference room and labs was complete. Generally, materials were always at hand and there was no delay because of failure in advance preparation.

However, it is believed the participants would have come to the institute better prepared and equipped if each had received a copy of the program a few days before leaving home.

III. Registration and Orientation

Registration was well organized and the arrangements were excellent. We felt welcome and adequately received.

IV. We felt the statement of objectives could have been more complete and specific, and should have included a statement of what would be required of us.

V. Evaluation of Specific Sessions

A. Monday, July 14

1. "The Specific Case for Educated Professionals," Dean John Crawford, University of Oregon School of Journalism.

As the first topic speaker in a program designed to progress from a broad general view of the field to the details of techniques used to achieve public relations goals, Dean Crawford set the stage effectively. His was not the type of talk to incite audience questions, but served well its purpose of presenting the case for using professionals or developing professionalism in information offices. Evaluators agreed that he made it clear why public relations should be the business of people trained for this work.

2. "The Blurred Image," Jack L. Billings, Public Information Officer, Bureau of Adult, Vocational and Library Programs, U. S. Office of Education, Washington, D. C.

Mr. Billings developed the role of public information people in vocational education and stressed the desperate need of vocational education for improved public relations programs. As the first speaker had justified the existence of public relations generally, he very effectively demonstrated the need for public information institutes to implement effective programs.

3. "Public Relations: Prevention or Cure?" Professor Jack D. Ewan, University of Oregon School of Journalism.

Mr. Ewan brought the subject down to the individual school, district or state staff, or similar agency in vocational education. He made his listeners aware of the need to formulate and administer public relations at the top level of an organization and introduced the idea of the listening function of public relations as an important partner of the communications function. Although the material was appropriate and useful in understanding and planning public relations programs, the subject was apparently too general to generate many questions.

B. Tuesday, July 15

1. "Inter-personal Communications," Dr. Dominic A. LaRusso, University of Oregon Speech Department.

   Dr. LaRusso entranced his audience in demonstrating how to use the art and craft of oral communication. His appearance was one of the high points of the institute. He developed fully his explanation of the field of oral communication and demonstrated how a skilled communicator can reach, and influence, listeners.

2. "Sock It To 'Em Time," Professor Dean F. Rea, University of Oregon School of Journalism.

Professor Rea's presentation was extremely fundamental, dealing with the mechanics of writing and placing news stories. This was very useful to persons who had no previous experience or training in news writing, but of no particular service to those experienced in public information.

3. Panel Discussion, "The Care and Feeding of Editors": Professor Lee Bishop, University of Oregon and Oregon State Broadcasters Association; Connie F. Johnson, Editor, Springfield News; Donald B. Bishoff, Assistant City Editor, Eugene Register-Guard.

Evaluation committeemen differed in their opinions of this part of the program, partly because the panel members, all competing for the same news and advertising revenue, made some conflicting statements. However, the panel offered valuable advice on relationships with editors, and what to expect in dealing

with them. The topic was appropriate, the material useful and the speakers evoked many questions.

C. Wednesday, July 16

1. Field Trips to Eugene Register-Guard and KVAL-TV.

Evaluators felt that a tour of facilities of a newspaper plant and a television station was very appropriate, but that these two tours left much to be desired. This resulted from the absence of an orientation session which would enable the media officials to explain their operations in relation to vocational education public information activities, failure to point out that these installations were representative facilities but probably not typical of corresponding facilities in communities where the institute students reside. The tours themselves did not greatly enhance our knowledge of the operations. There was little explanation of the functions or personnel and equipment, particularly at the newspaper plant.

2. "Reaching Readers with Good Design," Professor Roy Paul Nelson, University of Oregon School of Journalism.

Advance information about this presentation before leaving for the institute would have enabled the students to have taken greater advantage of this very excellent talk and the layout clinic which followed. They needed time to plan projects for the clinic and to bring data and material with them. The presentation was effective and useful. Professor Nelson's criticism of student projects was particularly helpful.

3. Reporting Lab, Mitchell Hider and Thomas Reilly, University of Oregon School of Journalism.

The reporting lab provided useful, supervised experience in preparing routine news releases. More forceful presentation of the instructional material and more definite instructions would have improved it. Some students were uncertain as to whether or not they had received definite assignments or when the material was to be submitted. The instructors obviously were thoroughly familiar with the subject, but appeared hesitant to require anything from the students.

D. Thursday, July 17

1. "Wire Services: What They Are and How to Deal With

Them," Mitchell Hider, University of Oregon School of Journalism.

The wire services lecture was the only portion of the institute whose appropriateness was questioned. Evaluators felt that vocational information officers seldom, if ever, have occasion to work with wire services. Mr. Hider presented his subject well and gave a clear picture of the methods and functions of this class of media.

2. "Five Steps to a Sound Public Relations Program," Public Relations Manager, Pacific Region, Western Electric.

Jack Polley's dynamic presentation was well received, stirred many questions and sparked ideas in the minds of his listeners. He left them with a bundle of suggestions for specific public relations projects.

E. Friday, July 18

1. "The Miracle Is That We Communicate At All," Dr. James B. Lemert, University of Oregon School of Journalism.

Opinions of the evaluators differed widely concerning Dr. Lemert's lecture. Some objected to the presentation on the grounds it was a negative discussion of theoretical subjects such as cognative dissidence. Others said they benefitted greatly from the talk, that it pointed their thinking in new directions. All agreed that a talk of this nature was desirable and presented a different facet on public information.

2. "A Picture Is Worth Quite A Few Words," Professor Daniel Williams, University of Oregon School of Journalism.

Professor Williams made three valuable contributions:

a. He told how to use pictures effectively in news and feature stories and in brochures and other publications;

b. He gave valuable tips on how to select pictorial subjects;

c. He analyzed successful pictorial advertising, the principles of which can be applied to vocational education material.

3. "Let's See How You're Doing," Stan Bettis, Associate Editor, Old Oregon Magazine.

Mr. Bettis' talk complemented that of Professor Williams by carrying the treatment of pictures into greater detail. He concentrated on the practical application of picture techniques, including how to use pictures in layouts. A very useful talk which generated ideas and questions.

4. "The Swinging Wonder," Reporting Lab, Thomas Reilly and Mitchell Hider, University of Oregon School of Journalism

The interview with Ben Trippett was both a valuable and an interesting variation from the institute routine. Mr. Reilly and Mr. Hider appeared much better prepared for this session than for the first reporting lab. The introduction was effective and stimulating but didn't spoil things by disclosing too many facts about the subject. Mr. Trippett was an excellent interview subject. The two instructors occasionally nudged the interview into new channels, but left the students to their own resources in questioning. The summary which followed the interview was useful in helping to plan feature stories based on the interview. The assignment left several in doubt as to whether or not they were to write a story and did not set a specific deadline for stories.

F. Monday, July 21

1. "Some Thoughts on Collateral Media," Section I -- Fred Delkin, Vice President, Sunset Films, Inc., Portland.

Mr. Delkin's presentation of sophisticated audio-visual material was appropriate and interesting, but left several with the opinion this quality was beyond the budgets of public information agencies in vocational education. Mr. Delkin provided valuable tips on how to produce other audio-visual material at lower cost.

2. "Some Thoughts on Collateral Media," Section II -- Ronald Daugherty, Oregon State University Vocational Education Department.

Mr. Daugherty presented home-grown products brought by institute members to show some of the things done in the audio-visual field. This was the "wrap-up" session for public relations techniques and probably condensed too much material into too little time. It did stimulate interest, ideas and discussion.

G. Tuesday, July 22

1. "Case Studies in Public Relations," M. K. Jordan, Public Relations Manager, Pacific Northwest Bell Telephone Co., Portland; Jack R. Brown, Regional Manager for Public Affairs, Crown Zellerbach Corporation, Portland; Mark Howard, Director of Public Services, Portland State University.

The format of this section was interesting: presenting the background history of each firm as a first phase; discussing the specific problem faced by each firm as a second phase; and, finally, analyzing and evaluating the public relations programs which were developed to solve the problems. This provided parallels, contrasts and changes of tempo which were interesting and effective. It developed a great deal of specific information on how each of the public relations programs operated. Mr. Jordan and Mr. Brown are to be congratulated for their very frank statements of opinion about vocational education and educators in general. Right or wrong, they pointed out effectively that we have a great deal of work ahead to improve our image. Their other remarks pointed out how other organizations with a bad image were able to counter this with effective public relations.

H. Wednesday, July 23

1. "Field Work With Local Agencies," Ronald Daugherty, Oregon State University.

This project enabled the institute participants, working in small groups with public relations representatives of individual schools or school districts to view the problems and practices of educational public relations programs with a detached viewpoint. It was interesting to observe how they were able to apply information obtained during the institute in analyzing the situation and possible programs to improve public relations. This was an excellent exercise in preparation for a detailed analysis of our own public relations programs and planning to implement them in the light of the experience we have gained in the last two weeks.

I. Thursday, July 24

1. "Meetings with Agency Consultants."

This session brought into general discussion the experiences of the previous day and the programs which each group recommended for public relations programs of the various agencies in the future. This, coupled with the local agency consultants' viewpoints, helped link the institute teaching with actual situations.

VI. Summary

The institute far exceeded our expectations. We are going home with a much greater understanding of the public relations job and the techniques of public relations, full of ideas on how to improve relations, full of ideas on how to improve our individual programs. The excellence of this institute will be a tremendous challenge to any which follow it.

Follow-up Evaluation

Included in the October 13, 1969 mail-out confidence level questionnaire was a one page follow-up evaluation report. The compiled results of that questionnaire are as follows:

I. 21 of the 23 participants found the plan of action selected during the institute helpful in applying the knowledge and skills learned to their job after returning from the institute.

Some of the specific comments were:

Forced me to plan to use what I learned.
It gave me more self confidence.
It helped me see the whole picture.
It helped me design a useful program.
I learned need for evaluation procedures.
It helped me plan with the assistance of consultants.
It aided me in methods of dissemination.
It aided me to organize the most effective approach to my job.
Superiors did not accept plan.

II. The plan of action was implemented by the participants to the following degree:

1 - 0%	6 - 30%	4 - 6%
1 - 10%	1 - 40%	2 - 70%
1 - 20%	2 - 50%	1 - 90%
		4 - did not report any accomplishments on the scale

Comments included:

Too busy to schedule.
No commitment by the administration.
Cuts in budget has hampered progress.
Progress is slower than I anticipated.
Other priorities have delayed action.
Have been assigned other duties.
New to my job.
Need to sell the administration.
Several items have been implemented.

III. The institute experiences found to be most helpful to the participants on their jobs included:

Contact with the staff and participants of the institute.
Writing news releases and feature articles.
Developing brochures.
Dr. LaRusso
The plan of action.
Basic concepts of public relations.
Peers and other people's image of me for participating
Developing public relations.
Case studies.
The theory of public information.

IV. The information and experiences that should be included in future institute to be helpful to participants should they be allowed to attend an institute for vocational and technical education public information officers next year included:

Motivation and public reaction
Communication skills
Group involvement
More basic techniques
More application of public information
Identifying the target of public information
Identifying information to benefit the schools
Ways to involve teachers
Intensive subject matter

Better understanding of vocational education philosophies
Evaluation of public relations work
How to sell the need for a strong PR program
More help in television
Developing the listening function
More preparation of slide and movie presentations
More help in radio
More theory
More review of my work by experts

V. Other comments that appeared frequently on the questionnaire included:

If you hold another institute keep identical to this one.
Excellent institute.
Well organized institute.
Great for learning to deal with people.
Great short-long term investment for me.
Get top administration of vocational education involved in similar programs.
Professional public relations people should be hired and we must convince administration of this.
Have consultants available to participants one full day after their presentations.
The variety of people at the institute was very beneficial.
The institute was oriented to the individual needs of the participants.
Let's have a follow-up institute!

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APPENDIX A

Letter of Invitation

INSTITUTE FOR PUBLIC INFORMATION OFFICERS
IN VOCATIONAL AND TECHNICAL EDUCATION
July 13-26, 1969

Objectives: The primary purpose of this institute is to improve the competencies of professional vocational education personnel responsible for public information programs.

Specific goals are: (1) to develop effective techniques to communicate the role of vocational education to various publics; (2) to upgrade the quality of public relations; (3) to examine exemplary programs; (4) to develop strategies for expanding public information programs in the face of financial and manpower restraints; and (5) to develop model public information programs in vocational education.

Participants: Enrollment will be limited to public information specialists at the state and local level, or others having some degree of responsibility for public information programs in vocational education. Participants in previous programs are ineligible.

Qualification: Participants will be selected from among those men or women nominated by state directors of vocational education.

Location: The institute will be held at The University of Oregon School of Journalism, located in Eugene, Oregon. Eugene is approximately 125 miles south of Portland, Oregon; 590 miles north of San Francisco on Highway 99. It is served by Air West and United Air Lines.

Per Diem: Single participants will receive $150 for living expenses to cover the two-week period of the institute. However, room/board for the two-week session will amount to $140.* No extra funds are available for wives or family expenses.

Accommodations: Students will be housed together in modern University dormitory facilities. Married participants who wish to make their own arrangements for motel accommodations are free to do so.

Information on such accommodations will be made available on request.

Travel Allowance: Students will be given a travel allowance equivalent of one round trip, coach air fare, from the capital city of the state of their employment to Eugene, Oregon.

* All trainees, whether they reside in University facilities or not, will be billed a minimum $20 service charge to cover luncheons, coffee breaks, etc., for the two-week period.

APPENDIX B

Letter of Confirmation

We are pleased to advise you that you have been selected to participate in the Second Institute for Improving Public Relations Programs in Vocational Education to be held at the University of Oregon, July 13-26, 1969. You were chosen because we felt you were one who would contribute to the Institute as well as utilize the knowledge gained for the betterment of vocational education.

Enclosed is a confirmation form which we ask you to complete and return as soon as possible in order to aid us in our planning.

Travel reimbursement will be made at the conclusion of the institute on the basis of a round-trip coach ticket (tax exempt) from the metropolitan airport nearest you to Eugene, Oregon. It is our hope to meet all planes arriving Sunday afternoon and evening, July 13 at Eugene's Mahlon-Sweet Airport. Registration will take place that same afternoon and evening at Henderson Hall (Bean Complex), at the University of Oregon.

We are asking that you bring along (1) a particularly good public relations idea you have observed that you can report to the group, and (2) a copy of any pamphlets, brochures or booklets, dealing with vocational education that are available to you--good or bad.

Co-Director Cas Heilman, the staff, and I look forward to greeting you next month. We have worked to develop a really worthwhile, enjoyable program. With your help we feel sure it will be a rewarding experience for all concerned. If you have any questions you can reach us at 503-342-1411, ext. 526.

Cordially yours,

Willis L. Winter
Co-Director

APPENDIX C

Application Form
and
Participant Agreement

APPLICATION FORM

INSTITUTE FOR PUBLIC INFORMATION OFFICERS
IN VOCATIONAL AND TECHNICAL EDUCATION
July 13-28, 1969

Name Last First Middle

Home Address

City State Zip

PERSONAL DATA

1. _____Married _____Single 2. _____ Date of Birth 3. M__ F__ 4. _____ Social Security Number

5. Present employer _____
Name

Address Telephone

City State Zip

6. Title of present position _____

7. Public Information responsibilities of this position _____

EDUCATIONAL AND PROFESSIONAL INFORMATION

8.

Institutions attended	Dates	Major	Degree

9. Publications authored by me

Title	Date	Publisher

EMPLOYMENT BACKGROUND

10. Non-educational work experience you have had:

Title	Employer	Dates	Responsibilities

11. Educational experience you have had:

Title	Employer	Dates

12. State reasons why you would like to participate in this institute at the University of Oregon.

13. What specific skills would you like to strengthen through a public information institute of this kind?

14. Do you wish to enroll in the institute for university credit? ___

I herewith submit that the information contained in this application form is true and accurate. I agree to participate in this institute if my application is accepted.

Signed _____ Date _____

THE SECOND INSTITUTE FOR IMPROVING PUBLIC RELATIONS PROGRAMS IN VOCATIONAL AND TECHNICAL EDUCATION

Participant Agreement

I, _____, will attend the Institute to be held on the University of Oregon campus, July 13-26, 1969, inclusive. I agree to attend each session and to cooperate with the evaluation team in its follow-up efforts.

I understand that I will be reimbursed for travel equal to the round-trip coach air fare (tax exempt) from my nearest major airport to Eugene, Oregon, and that my living expenses, $150.00 for the two-week session, will be paid by the institute.

_____ I wish to reserve a single room on campus with the Institute participants.

_____ I will make my own living arrangements.

I plan to travel by airplane ___, automobile ____, bus____.

In the event that an emergency arises which prevents me from attending the Institute, I will notify you immediately in order that an alternate may be invited, thereby allowing the Institute to operate at full strength.

_____
Name

_____
Nickname Date

Please return this form immediately to:

Dr. W. L. Winter
Associate Professor
School of Journalism
University of Oregon
Eugene, Oregon 97403

APPENDIX D

Vita of Participants

PARTICIPANTS

Name	State	Title
Beall, Gary A.	California	Information Specialist for Vocational Education, California Department of Education
Belka, Lawrence R.	Washington	Vocational Counselor, Bellingham School Dist. 501 Technical School
Doll, Thomas J.	Oregon	State Supervisor of Related Training, Oregon State Bureau of Labor
Farnsworth, Clayton E.	Nevada	Director, Southern Nevada Vocational Technical Education, Clark County School District
Hailes, Charles W.	Utah	Associate Professor, Vocational & Technical Education, College of Engineering, Utah State
Hicks, Harry E.	Georgia	Assistant Director for Program Planning, Atlanta Board of Education
Hill, Philip D.	Utah	Public Information Specialist, Utah State Board for Vocational Education
Hogancamp, Mrs. Elsie B.	Illinois	Program Planning and Evaluation, Illinois State Board of Vocational Education and Rehabilitation
Honeyman, Roger B.	Utah	Dean, Evening College, Utah Technical College at Provo
Koon, George W.	Kansas	Director, Industrial Education and Adult Education Hutchinson Community Junior College

Name	State	Title
Lefforge, Orland S.	Hawaii	Coordinator of Community Services, Hawaii Community College System
Lynn, David R.	Hawaii	Coordinator, Hawaii RCU, University of Hawaii - Community College System
McCaffree, Robert H.	Colorado	Public Information Specialist, Colorado State Board for Community Colleges and Occupational Education
Patrenella, Luke L.	Texas	Educational Writer, Texas Education Agency
Peters, G. Frederick	California	Assistant Supervisor, Industrial Education, California Department of Education
Rust, William C.	Wisconsin	Publications Supervisor, Wisconsin Board of Vocational, Technical and Adult Education
Sandlin, Mrs. Elizabeth B.	Oklahoma	Public Information Officer, Duncan Area Vocational Technical Center
Sandlin, Hoyt	Oklahoma	Director, Duncan Area Vocational Technical
Simonsen, Gordon K.	Illinois	Executive Dean & Dean of Technology, Triton College
Swenson, LeRoy H.	North Dakota	State Director of Vocational Education
Von Drashek, George M.	Minnesota	Office Education Coordinator and Vocational Director, Independent School District #832
Warren, George D.	Oregon	Consultant, Trade and Industrial Education, Oregon Board of Education
Watts, Thomas W.	Vermont	Consultant, Manpower Development and Training, Vermont State Department of Education

APPENDIX E

Evaluation Instruments

INSTITUTE CONFIDENCE LEVEL QUESTIONNAIRE

Improving Public Information Program in Vocational Education
University of Oregon, Eugene, Oregon
July 13-26, 1969

DIRECTIONS: As a participant in this Institute and one who has some public information responsibilities, there are many expectations of you. Some of these are given in this inventory. Please indicate your confidence, without further training or preparation in the indicated activity, by circling the number on the right that most nearly describes your feelings.

Please check the level of of position you represent:

___Secondary School
___Community College
___State Dept. of Education
___University

	Could carry out with ease				Would not attempt now
	1	2	3	4	5
1. Plan and implement a public information program relevant to vocational education as it relates to my present position.	1	2	3	4	5
2. Work with local schools in planning effective public information programs.	1	2	3	4	5
3. Accurately interpret my impact on those who work with me.	1	2	3	4	5
4. Develop and carry out a plan for public information development for other educators involved in vocational education.	1	2	3	4	5
5. Write an effective feature article on a specific vocational education program.	1	2	3	4	5
6. Involve the community in dessiminating public information program activities.	1	2	3	4	5

	Could carry out with ease				Would not attempt now
7. Develop a program utilizing T. V. and radio.	1	2	3	4	5
8. Involve students and advisory committees members in public information program activities.	1	2	3	4	5
9. Make up brochures explaining vocational education programs and purposes.	1	2	3	4	5
10. Meet and work closely with newspaper and media personnel in program development.	1	2	3	4	5
11. Interpret the public need for information concerning vocational education.	1	2	3	4	5
12. Plan in detail a long and short range program of public information in vocational education.	1	2	3	4	5

VE217 INSTITUTE EVALUATION QUESTIONNAIRE

Improving Public Information Programs in Vocational Education
University of Oregon, Eugene, Oregon 1969

Level of Position
(Check one)

____High School ____State Department
____Community College ____University

STATEMENTS	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree
In regard to this Institute I feel: 1. The purposes of this program were clear to me.					
2. The objectives of this program were realistic.					
3. Specific purposes made it easy to work efficiently.					
4. The participants accepted the purposes of this Institute.					
5. The objectives were the same as my objectives.					
6. I didn't learn anything new.					
7. The material presented was valuable to me.					
8. I could have learned as much by reading a book.					
9. Possible solutions to my problems were considered.					
10. The information presented was too elementary.					

STATEMENTS	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree
11. The speakers knew their subjects.					
12. I was stimulated to think about the topics presented.					
13. New acquaintances were made which will help in my future work.					
14. We related theory to practice.					
15. The sessions followed a logical pattern.					
16. The schedule was too fixed.					
17. The group activities were excellent.					
18. There was time for informal conversation.					
19. I had an opportunity to express my ideas.					
20. I felt a part of this Institute.					
21. My time was well spent.					
22. The program met my expectations.					
23. I have the know-how for future action.					
24. Too much time was devoted to trivial matters.					
25. The information presented was too advanced.					

STATEMENTS	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree
26. The content presented was applicable to public information work in vocational and technical education.					
27. Institutes of this nature should be offered again.					
28. Institutes such as this will contribute little to vocational and technical education.					

INSTITUTE EVALUATION QUESTIONNAIRE

Improving Public Information Programs in Vocational Education
University of Oregon, Eugene, Oregon 1969

Level of Position
(check one)

___High School
___Community College
___State Department
___University

1. What did you like most about the Institute?

2. What did you like least about the Institute?

3. What do you think should have been included on the program that was not?

4. Do you have any suggestions about improving the administration of the Institute?

5. How do you evaluate the Institute overall?

____Excellent ____Good ____Satisfactory ____Unsatisfactory

6. Other suggestions and comments:

Institute Confidence Level Questionnaire

I. Was the plan of action you selected during the Institute helpful to you in applying the knowledge and skills learned to your job, after returning from the institute? Yes_____ No_____

If yes, in what specific ways?
If no, specifically why do you feel this way?

II. To what extent have you accomplished your Plan of Action?

0% 10 20 30 40 50 60 70 80 90 100%

Comments:

III. What institute experiences have you found to be most helpful to you in your job?

IV. If you had the opportunity to attend an institute for Vocational and Technical Education Public Information Officers this next year, what information and experiences would be helpful to you in increasing your effectiveness on your job?

V. Other comments you would like to make concerning the institute, participant involvement, the relationship to needs you have in your job activities, etc.:

APPENDIX F

Samples of Participant Plans
of Action (Others on file: available on request)

A Proposal for a Public Relations Plan
for the
Hawaii State Community College System

David R. Lynn

Introduction

Educators overlook the fact that one of their more important responsibilities is that of communicating with their many publics. These include the student, staff, business-industry, legislators and related community.

Although it has been said that we spend 78% of our waken hours communicating -- speaking, reading, and writing, people are not effective communicators. Internal conflict, lack of community support, misunderstandings by the business community, and the failure to reach the "buyer's market" can be contributed to the failure of educational administration to communicate.

Educators don't know their publics. They overlook the fact that most people are alienated from the educational system. Too often they have failed to express their interest and concern for the community and its needs. Vocational educators, in particular, face an image problem. In the competition for the taxpaper's dollar, the programs that are squeezed out are those that are the least understood. This could be vocational education.

The Hawaii State Community College System, being a new entity, has a particular and unique public relations function to perform. Promoting vocational education programs is one of them.

Problem

The Hawaii State Community College System consists of a statewide system of six colleges. They are administered by a Vice President for Community Colleges as a satellite of the University of Hawaii. The aims and objectives of the system call for the implementation of the following general programs: a) transfer or college parallel programs, b) general education programs, c) occupational training programs.

As these colleges evolve into full functioning institutions, administrators are faced with the problem of designing a message that will move people to rally to the support of this new program of higher education.

This proposal will attempt to provide an answer to the following questions:

1. What are the facets of a good public relations program?

2. What form does the "message" take?

3. With whom do we communicate?

Purpose

The specific purpose of this proposal will be to establish a plan for a public relations program for the Hawaii State Community College System. Since over 50% of the programs are focused on vocational-technical education, emphasis will be placed on public relations related to this facet of the program.

Definitions

For the purpose of this proposal, the following definitions of terms are used:

Publicity: Publicity seeks to inform and impart information. It must have some news value.

Promotion: Promotion, too, seeks to inform; but it also seeks to promote an activity on behalf of a specific program project. The main purpose is to get a program under way.

Public Relations: Public relations is a combination of the above two activities plus day to day activities designed to build sound public relations in the community that will enhance an agency's reputation plus its ability to serve.

II. Background Information

Recommendations of this proposed plan are based on the philosophies of resource personnel, case studies, and other presentations which were the outcome of the Second National Institute for Vocational and Technical Education Public Information Officers.

A public relations program for a vocational education program in a community college system is a two-way activity. There must be in-put as well as out-put. Professor Jack Ewan, University of

Oregon, describes the in-put as a listening function. "Before you tell them what they are going to get, you should know what they want," he explains. This function takes careful planning which includes the following: a) personal contacts, b) internal upward reporting, c) research concerned with the public relations publics.

Public relations is considered a management function. Policy and actions must be determined at this level. Conference resources repeatedly emphasized the need for decision-making at this level. Administration is the source of influence and prestige, and a public relations program requires it to be effective.

The form the message takes is important. Professor Dominic La Russo singled out the "eyeball to eyeball" approach as being the most effective.

The use of mass media is questioned by some. Dr. James B. Lemert, University of Oregon, says that "mass communication and the existence of a message does not mean change." Research studies have shown that mass communication only reinforces existing attitudes and perceptions. Mass communication is not selective. Most important to an effective public relations program is the selection of a target audience.

Case studies indicate that there is a need for vocational educators to reconsider the content of the message. What "they" are going to get out of a program is the significant point of the message. The public relations media used must emphasize the significance and importance of the activity.

Public relations programs must be on-going and continuous. The public and facts are constantly changing. Messages need to be repeated as new publics continually take the place of others.

III. Procedures

The following skeletal outline provides the basis for the development of a public relations program for the Hawaii State Community College System.

Public Relations Objectives

1. To inform the general public, business-industry, legislators and others of the aims and objectives of the community colleges in the state and their role in maintaining viable educational programs.

2. To develop an effective liaison between colleges in public relations, and to assist individual colleges in developing their own public relations activities.

3. To develop an internal communications system to interpret to college administrators and staff, developments, decisions and policies affecting him and providing for both a downward and upward flow of information.

4. To establish within the administrative structure of the Community College System a public relations plan with provision for staffing and an operating budget.

Functions That Can Help Meet The Public Relations Objectives

Public Relations Objective No. 1:

1. Establish lists of "target publics" to be reached by a public relations program on a selective basis.

2. Evaluate various media, techniques, and tools to be used in reaching target audiences at appropriate times. These will include:

a. A structured plan of news releases -- spot news, feature articles, photographs.

b. A "news letter" issued regularly.

c. The designing and dissemination of flyers, brochures, and broadsides providing information on various aspects of the programs.

3. Establish personal contacts and develop a rapport with the news media.

4. By research and "eyeball to eyeball" contacts, identify community needs and attitudes.

5. Explore problem areas in public relations encountered by vocational and technical education personnel.

Public Relations Objective No. 2:

1. Create a centralized "Information Bank" in the System Office which will store public relations ideas, films, spot radio and TV announcements, USOE information releases, etc.

2. Develop and implement public relations workshops to develop techniques and skills in communicating the nature of vocational-technical education to the various publics.

3. Develop a speakers bureau involving staff and other resource personnel in the various community college districts of the state.

4. Schedule regular meetings of all personnel in the community colleges responsible for public relations.

5. Suggest story ideas to the individual colleges.

6. Coordinate public relations activities throughout the state by developing uniform standards.

7. Provide consultants to assist in the design of flyers, brochures, and broadsides.

8. Develop procedures and "content packages" which may be applied to specific problems.

Public Relations Objective No. 3:

1. Develop and publish a "house organ" reflecting decisions and policies affecting staff.

2. Establish procedures to provide an upward flow of information..

3. Involve administrators and staff in public relations activities by using their talents as writers, speakers, photographers.

Public Relations Objective No. 4:

1. Review with the State Director, Vocational Advisory Council, and Community College Administrators the services that can be provided and the advantages of a state-wide public relations program.

2. Develop a staff organization chart showing a public relations position in the administrative structure of the Community College system.

3. Present an estimated budget necessary to provide the required services and functions.

4. Prepare for consideration guidelines and policy statements.

IV. Personnel and Budget

Personnel

To adequately establish a functional public relations program in the Hawaii State Community College System, the following staffing pattern is recommended.

Title	Station	%Time
System Information Coordinator	System Office	100
College Information Coordinator	College "A"	25 Enrollment 1,500 up
College Information Coordinator	College "B"	25 Enrollment 1,500 up
College Information Coordinator	College "C"	25 Enrollment 1,500 up
College Information Coordinator	College "D"	10 Enrollment 1,500 down
College Information Coordinator	College "E"	10 Enrollment 1,500 down
College Information Coordinator	College "F"	10 Enrollment 1,500 down

Budget

Personnel:	1 Information Coordinator 100%		$12,000
	3 Information Coordinator 25%		9,000
	3 Information Coordinator 10%		3,600
Printing:	Flyers, broadsides, brochures		5,000
Paid Advertising:	TV, Newspapers, radio		1,500
Development of films and other audio-visual media			2,500
Other costs:	Travel	$500	
	Luncheons	200	
	Meetings	150	
		$850	850
			$34,450

V. Evaluation

It is proposed that the public relations program established be evaluated periodically. The following procedures are being presented as possible approaches.

1. Pre-test. Soon after the establishment of formal objectives and the identification of the target publics, a short questionnaire will be developed and presented to a random sample of the total publics. Questions will be concerned with the present awareness of college program offerings and images regarding programs and services.

A similar questionnaire will be developed for the internal communications system to be established.

2. One year follow-up. One year following, the same or similar questionnaire will be circulated to the same or similar population.

Hopefully, the results will provide a positive indication that a change has occurred in an awareness and understanding of vocational-technical education programs.

In addition, a committee will be established to appraise activities that have been initiated to accomplish established objectives.

FINAL CONFERENCE REPORT - PLAN OF ACTION

Gary Beall and Pete Peters

California currently has no organized public relations program designed to promote vocational education on a statewide basis. Sporadic attempts have been made in the past to carry out specific activities for specific purposes, but no attempt has ever been made to coordinate and relate these activities to clearly defined public relations objectives that would contribute to a total public relations program.

As a result of this institute, we hope we will have the opportunity to develop and implement a total public relations program for vocational education in the State of California. We feel our public relations objectives should be to:

- Inform potential students of vocational education opportunities available to them and interest them in taking advantage of these opportunities. Potential students can be defined as those students who would benefit from high school, community college or adult school vocational programs.

- Promote internal communications to keep vocational educators up-to-date on legislative and administrative decisions affecting them and facilitate sharing of information concerning new developments or outstanding programs in the field. Our internal public includes state vocational education section staff members and county, community college and high school vocational education administrators throughout the state.

- Inform business and industrial leaders throughout California of the benefits they can obtain from hiring vocational graduates and working cooperatively with educators in development and support of vocational programs.

- Inform administrators and teachers not directly involved with vocational programs about vocational education so they can see how it fits into the total educational package and make their subject matter more responsive to vocational goals.

- Inform parents and the general public about the function and goals of vocational education.

Our first task will be to obtain administrative approval and support for these objectives. Active administrative backing is

necessary if our public relations program is to be more than the "hit and miss" operation it has been in the past.

Administrative support will also enhance changes for an adequate budget. We will suggest that a public relations budget be established using industry's average of one to three percent of the total operating budget as a guideline for determining our budget.

Once administrative support is given for our public relations objectives and a budget is established, we can plan, develop and carry out public relations activities designed to help meet our objectives.

We hope to implement the following activities. Some of these activities currently exist in some form. Others are new ideas obtained from this conference.

Advisory Committee

We hope to establish a statewide advisory committee to help us with our public information efforts. Committee members will be selected from major population areas in California and will be knowledgeable in use of various public relations media.

Purposes of this committee will be to advise us on the most effective means of disseminating information about vocational education, establish priorities in the use of various media, and judge the quality of various aspects of our public relations program as they are developed. A residual benefit of having this committee is that the individual members will become informed and interested in vocational education.

The committee should meet at least once a year to evaluate our efforts and help formulate future plans. Members can be consulted on a group or individual basis whenever necessary.

Radio and Television Spots

Purpose of these public service spot announcements will be to inform the general public about the need for vocational education and appeal to potential students to take advantage of vocational courses offered throughout the state.

The radio spots will be one minute long. Messages will vary, but they will all be directed to youth and adults, urging them to make

decisions regarding their occupational futures and take advantage of opportunities available to them.

The television spots will be more subtle but will carry the same message as the radio spots. They will vary from 20 to 60 seconds in length.

Close evaluation of these spots will be necessary to determine their effectiveness. This can be done by obtaining feedback from the stations to determine how many times the spots are used, advisory committee comments on technical quality and appeal of the spots, audience surveys, and comments from viewers.

Movie

Purpose of developing a movie on vocational education will be to inform high school age youth about opportunities for and necessity of preparing for a career.

The movie will be 16mm, color and approximately 30 minutes long. It will stress the fact that individuals are different--different in backgrounds, ability, aptitude and interest. It will make subtle references to "the good life" to show the necessity for sound career planning. It will appeal to basic student desires and will differ from the usual vocational films that show a procession of classroom and equipment situations.

Multimedia Presentation

The concept of using three slide projectors, a movie projector and tape recorder to provide an unusual visual presentation on vocational education has been in use in California for nearly a year. However, the message will be revised and technical quality of the presentation improved.

As a substitute for the technical oral message that is currently supplemented by visual portion of the presentation, a strong visual message will be created and supplemented by the audio portion. The message will also be simplified to give the presentation wider appeal.

This technique will be used to tell the story of vocational education to various publics that know little or nothing about the subject. These publics include parents, business and industrial groups, educators other than those involved with vocational education, and any other general public audience that has an interest in learning about vocational education as it exists in California.

Special Publications

Statistical bulletins, brochures on promising programs or practices, handout materials, and other special publications will be used to supplement other public relations activities whenever appropriate. They can be particularly effective in reaching selected audiences for a specific purpose.

Newsletter

Beginning in September we will publish a monthly newsletter for state vocational education staff members and local vocational education administrators throughout the state.

Newsletter content will include news on what is happening at the state and national levels regarding vocational trends and practices, state level administrative and legislative actions that affect vocational education, new or outstanding programs that are being operated at various locations in the state, a calendar of events (conferences, statewide meetings, etc.) that are of interest to vocational educators, and a regular message from the state director of vocational education.

Main purpose of the newsletter will be to improve internal communications. Some consideration will also be given to the possibility of establishing a monthly bulletin for members of the state vocational education staff.

News and Feature Articles

Mass media will be utilized whenever appropriate to publicize vocational education to the general public. Feature articles for trade and technical journals will also be prepared whenever an item is of sufficient interest for a special audience.

Efforts will be made to establish a calendar of suggested story ideas for events that occur throughout the school year, and we will look for any information that might lead to good human interest stories.

We will also encourage local district personnel to establish a close working relationship with their local news media, as local news submitted by local people is probably the most effective way to insure maximum space in news columns and broadcasts.

We hope to hire a clipping service on a statewide basis to analyze our success in reaching the public through news and feature items.

"Thought You Might be Interested" Campaign

This idea can be particularly valuable to our statewide operation. An address list of influential persons (legislators, governor's advisory council members, etc.) should be compiled. Items pertaining to vocational education that would be of interest to them should be clipped and mailed.

Tape-slide Programs

Current efforts to develop coordinated, 10 to 15 minute tape-slide presentations on specific programs to be used primarily as an internal communications method will be continued. However, the first few presentations will be closely evaluated as to their use and effectiveness before others are developed.

Primary purpose of these programs will be to inform educators or advisory groups about a specific program which they can use as a model for developing a similar program.

Display Booth

We will plan and construct a traveling display booth as one more method for reaching the general public with the story of vocational education.

The booth will be constructed in such a way that it will form it's own shipping carton when dismantled and be easy to set up and take down. Lighting and storage areas will also be selfcontained. A built-in, rear projection screen will be used for slides or closed loop movies. The display area will be used to display photographs, printed materials, objects, etc.

The booth will be booked for public locations and fairs throughout the state. Bookings will be arranged so the booth is constantly in use. This will eliminate the need for providing storage space. The message can be altered to meet specific occasions.

Posters

A poster campaign will be developed to carry the message of vocational education to the general public and to students.

The posters will be attractive, bold and simple, carrying a single message. They will be placed in obvious locations where many

people can see them. They will be sent to schools, libraries, public buildings and other suitable locations.

A new poster will be developed, printed and distributed each month during the school year.

The variety of activities we have just described are some of the things we feel would have a valuable contribution to our stated public relations objectives. Other programs will be developed and implemented when the need arises and existing programs will be altered or discarded when they lose their effectiveness.

We hope the vocational education section in California can be one of the first agencies to implement a strong public relations program to meet the long recognized vocational education need for public relations.

PUBLIC INFORMATION PLAN
BELLINGHAM TECHNICAL SCHOOL
BELLINGHAM, WASH. 98225

Lawrence R. Belka

The Bellingham Technical School is an integral part of the Bellingham School District #501. It is located on the coast of Washington about twenty miles south of the Canadian border.

The school is an area Vocational School designed to serve Whatcom, Skagit and Island Counties, the three Northwest Counties of the state.

Bellingham Technical School is a combination secondary and post-secondary institution. High school seniors are accepted on a half-day basis and post-secondary students on a full-time basis.

While the area served by the school is primarily a lumber and wood products industrial complex, many new kinds of industries are moving into the locality.

The school has more applicants than can be afforded entry. With classes filled to capacity, many applications remain on file and cannot be processed until openings occur.

As any expansion of facilities depends upon special levies or bond issues, the problem is to inform the public and obtain their support to secure funds to expand the existing facilities to accomodate those individuals desiring training for entry level positions in industry and to increase the offerings to satisfy the needs of the area and the individual.

There has never been, nor is there now, a public information and public relations program planned and designed to gain support for expansion of the facility.